

School Year: **2023-24**

School Plan for Student Achievement (SPSA) Template

The School Plan for Student Achievement (SPSA) is meant to consolidate all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp), pursuant to the California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

The purpose of the SPSA is to increase the overall effectiveness of the school program by crafting a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement.

The School Site Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications in the plan to reflect changing needs and priorities, as applicable, pursuant to EC 52853(b) and 52855.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. The SPSA provides schools with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the LEA that are being realized under the state's Local Control Funding Formula (LCFF).

LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement.

School Name	West Creek Academy
Address	28767 North West Hills Dr. Valencia, CA 91354
County-District-School (CDS) Code	19649980119230
Principal	Susan Bett
District Name	Saugus Union School District
SPSA Revision Date	
Schoolsite Council (SSC) Approval Date	June 1, 2023
Local Board Approval Date	

In the pages that follow, please describe the school's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs.

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School Vision and Mission

Our motto, "Tomorrow's Future Starts Today," is founded upon the deeply rooted belief that elementary school is the opportunity to equip young minds with solid foundational skills to be active 21st century learners. At West Creek Academy, our goal is to provide a nurturing, well-rounded education that meets the academic, social, and emotional needs of our students while creating a unique opportunity to apply the "Four Cs" - Critical Thinking, Communication, Collaboration, and Creativity. Since the opening of West Creek, as the Saugus Union School District's first focus school in the Arts, we have developed and sustained a unique arts-integrated curriculum requiring students to utilize the dimensions of depth and complexity that are specific to our Advanced Learning Process for Scholars (ALPS). All students are highly engaged in the areas of science, technology, engineering, art, and music classes through our classroom instruction, CalArts, and LA Opera partnerships that are part of our STEAM Program. Teachers work together through Professional Learning Communities to see how they can best help all students. Behavior expectations (Be Safe, Be Respectful, Be Responsible) are taught to our students through our Positive Behavior Interventions and Supports and highlight students as Honest Optimistic Willing Leaders. As each day dawns, students, teachers, administrators, and parents alike, rededicate themselves in our pledge to "pursue academic excellence and never settle for less than my best." Whether it be through daily collaboration, instruction, creativity, or leadership, we unite together to positively impact our students today, as they become tomorrow's 21st-century leaders.

School Profile

Parent Involvement

Our school is privileged to have a high level of parental support. Volunteers work at the school and in the classrooms on a daily basis. We have quickly established an excellent reputation, due in part to the support we receive from our parents and our community. Parents are kept informed of school events and news through ParentSquare. Parents interested in volunteering at our school should contact the school office for information.

School Safety

West Creek Academy provides a safe, clean environment for learning through proper facilities, maintenance, and campus supervision. West Creek Parent Handbook outlines district and school policies and procedures concerning emergency situations, playground behavior, and special services. Fire drills are conducted monthly. Disaster preparedness drills are conducted quarterly and include duck, cover, and hold drills and evacuating. West Creek Academy is a closed campus.

During school hours, the entrance has an Intercom Entry System, a single point of entry, and our Raptor Visiting Management System where all visitors are required to sign in and wear a visitor's badge during their stay, and check out at the front office upon departure. Classroom volunteers complete the district application, have a TB test, and attend a training with the Principal that includes school and district procedures and protocols.

Educational Partner Involvement

How, when, and with whom did the school consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Below is the process for the SPSA and Annual review for the previous year.

On June 6, 2022, a copy of the 2022-2023 SPSA was shared with staff, leadership team and Site Council. The West Creek Site Council reviewed and approved the plan.

On September 22, 2022, the Comprehensive School Safety Plan was reviewed and approved.

On October 20, 2022, Site Council reviewed the goal for Students Achievement (Goal 1).

On November 3, 2022, Site Council reviewed the goal for Attendance (Goal 2).

On December 8, 2022, Site Council reviewed the goal for ELD (Goal 3) and next year's Comprehensive School Safety Plan.

On January 26, 2023, Site Council reviewed the goal for Student Engagement and Wellness (Goal 5) and the California Dashboard data.

On March 2, 2023, Site Council reviewed the goal for Parent Engagement (Goal 6).

On March 23, 2023, Site Council reviewed the goal for ELD (Goal 3).

On April 20, 2023, Site Council reviewed the goal for School Connectedness, Diversity, and Inclusiveness (Goal 4) and the LCAP Survey Data.

On May 9, 2023, staff provided recommendations to be included in the SPSA.

On May 18, 2023, Mrs. Bett discussed the school site plan at the ELAC meeting.

On May 18, 2023, Site Council discussed the needs assessment and areas considered for the budget of the Site Plan.

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	90	131	157
Grade 1	65	116	120
Grade 2	86	118	132
Grade3	97	143	142
Grade 4	79	140	163
Grade 5	109	130	165
Grade 6	76	168	145
Total Enrollment	602	946	1,024

Conclusions based on this data:

1. In 2020-2021, West Creek Academy had 602 students who attended digitally from August through most of February and then returned in person for minimum days from February/March through June 2021. During that same year around 400 of West Creek students attended Saugus' one year Saugus Digital Learning Academy where students learned digitally for the entire school year.
2. For the 2021-2022 school year, student enrollment has been around 960 students throughout the school year. We are ending our year with 954 students with the 28 TK students, 106 kindergarten students, 115 first grade students, 122 second grade students, 144 third grade students, 139 fourth grade, 131 fifth grade students and 169 sixth grade students.
3. West Creek Academy currently has 1,032 students enrolled for the 2022-2023 school year. There are currently 47 TK students, 109 kindergarten students, 112 first grade students, 129 second grade students, 137 third grade students, 147 fourth grade, 167 fifth grade students and 166 sixth grade students enrolled.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	34	61	60	5.60%	6.4%	5.9%
Fluent English Proficient (FEP)	61	142	161	10.10%	15.0%	15.7%
Reclassified Fluent English Proficient (RFEP)	18	26	14	52.9%	42.6%	23.3%

Conclusions based on this data:

1. The number of students in the English Learner program at West Creek increased by 30 students when compared to 2020-2021 school year. This was an increase from 5.6% to 6.4% increase of students in the program. During 2020-2021 West Creek's enrollment was at about 60% of the prior and following school year due to COVID and 40% of students learning digitally in SDLA.
2. 15 students reclassified in 2019- 2020 school year. 26 students have reclassified during the 2021-2022. 14 students reclassified in 2022-2023 school year, as of May 31, 2023.

School and Student Performance Data

CAASPP Results English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	99	144		0	144		0	144		0.0	100.0	
Grade 4	86	140		0	140		0	140		0.0	100.0	
Grade 5	111	133		0	130		0	130		0.0	97.7	
Grade 6	81	170		0	167		0	167		0.0	98.2	
All Grades	377	587		0	581		0	581		0.0	99.0	

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2486.			53.47			21.53			18.06			6.94	
Grade 4		2525.			44.29			29.29			13.57			12.86	
Grade 5		2585.			54.62			30.77			9.23			5.38	
Grade 6		2615.			49.10			34.73			10.78			5.39	
All Grades	N/A	N/A	N/A		50.26			29.26			12.91			7.57	

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.19			56.25			5.56	
Grade 4		40.00			55.00			5.00	
Grade 5		49.23			46.15			4.62	
Grade 6		52.10			44.31			3.59	
All Grades		45.09			50.26			4.65	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		38.89			54.17			6.94	
Grade 4		33.57			55.71			10.71	
Grade 5		43.08			54.62			2.31	
Grade 6		40.12			53.89			5.99	
All Grades		38.90			54.56			6.54	

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		20.83			69.44			9.72	
Grade 4		22.86			68.57			8.57	
Grade 5		30.77			62.31			6.92	
Grade 6		28.74			67.66			3.59	
All Grades		25.82			67.13			7.06	

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		36.11			54.86			9.03	
Grade 4		29.29			62.86			7.86	
Grade 5		43.85			53.08			3.08	
Grade 6		40.12			55.09			4.79	
All Grades		37.35			56.45			6.20	

Conclusions based on this data:

- 80% of all students met or exceeded standards in 2021-2022. Students did not take the CAASPP test in 2019-2020 or 2020-2021. 82% of all students met or exceeded standards in 2018-2019. This was a 2% decrease between the CAASPP results for 2021-2022 and 2018-2019.
- 50% of all students exceeded standards in 2021-2022. Students did not take the CAASPP test in 2019-2020 or 2020-2021. 51% of all students exceeded standards in 2018-2019. There was a decrease of 1% between the CAASPP results for 2021-2022 and 2018-2019.
- 92% of all students either nearly met, met, or exceeded standards in 2021-2022. Students did not take the CAASPP test in 2019-2020 or 2020-2021. 94% of all students either nearly met, met, or exceeded standards in 2018-2019. There was a decrease of 2% between the CAASPP results for 2021-2022 and 2018-2019. In 2021-2022, reading was the strongest area with 95% of students demonstrating effective communication skills at, near, or above standard. In 2018-2019, listening was the strongest area with 96% of students demonstrating effective communication skills at, near, or above standard.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with			% of Enrolled Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	99	144		0	144		0	144		0.0	100.0	
Grade 4	86	140		0	140		0	140		0.0	100.0	
Grade 5	111	133		0	131		0	131		0.0	98.5	
Grade 6	81	170		0	169		0	169		0.0	99.4	
All Grades	377	587		0	584		0	584		0.0	99.5	

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard			% Standard Met			% Standard Nearly			% Standard Not		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2500.			54.17			29.17			11.11			5.56	
Grade 4		2526.			40.00			30.00			23.57			6.43	
Grade 5		2572.			50.38			22.90			16.79			9.92	
Grade 6		2616.			53.25			19.53			21.89			5.33	
All Grades	N/A	N/A	N/A		49.66			25.17			18.49			6.68	

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		62.50			30.56			6.94	
Grade 4		49.29			41.43			9.29	
Grade 5		52.67			37.40			9.92	
Grade 6		52.66			41.42			5.92	
All Grades		54.28			37.84			7.88	

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		47.22			47.92			4.86	
Grade 4		35.00			56.43			8.57	
Grade 5		41.98			46.56			11.45	
Grade 6		46.75			43.79			9.47	
All Grades		42.98			48.46			8.56	

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		45.14			48.61			6.25	
Grade 4		38.57			48.57			12.86	
Grade 5		41.22			51.15			7.63	
Grade 6		44.38			48.52			7.10	
All Grades		42.47			49.14			8.39	

Conclusions based on this data:

- 75% of all students met or exceeded standards in 2021-2022. Students did not take the CAASPP test in 2019-2020 or 2020-2021. 75% of all students met or exceeded standards in 2018-2019. The percentage of students meeting and exceeding standards remained almost the same.
- 50% of all students exceeded standards in 2021-2022. Students did not take the CAASPP test in 2019-2020 or 2020-2021. 44% of all students exceeded standards in 2018-2019. There was an increase of 5% of students exceeding standards between of 2018-2019 and 2021-2022.
- 93% of all students either nearly met, met, or exceeded standards in 2021-2022. 92% of all students either nearly met, met, or exceeded standards in 2018-2019. This was a increase of 1% from 2018-2019 to 2021-2022. In 2021-2022, Concepts and Procedures was the strongest area with 92% of students demonstrating at, near or above standard. Communicating Reasoning was the second strongest area with 92% of students demonstrating ability to support mathematical conclusion at, near, or above standard. In 2018-2019 Communicating Reasoning was the strongest area with 90% of students demonstrating at, near or above standard. Problem Solving was the second strongest area with 88% of students demonstrating ability to support mathematical conclusion at, near, or above standard. Students did not take the CAASPP test in 2019-2020 or 2020-2021.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students												
Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	1513.3		*	1494.1		*	1557.9		5	15	
1	*	*		*	*		*	*		5	5	
2	*	*		*	*		*	*		4	7	
3	1545.2	*		1545.1	*		1544.9	*		11	9	
4	*	*		*	*		*	*		4	10	
5	*	*		*	*		*	*		*	7	
6	*	*		*	*		*	*		*	4	
All Grades										33	57	

Overall Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	60.00		*	33.33		*	6.67		*	0.00		*	15	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	54.55	*		36.36	*		9.09	*		0.00	*		11	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	54.55	42.11		33.33	40.35		9.09	10.53		3.03	7.02		33	57	

Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	66.67		*	20.00		*	13.33		*	0.00		*	15	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	54.55	*		45.45	*		0.00	*		0.00	*		11	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	57.58	59.65		33.33	19.30		6.06	15.79		3.03	5.26		33	57	

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	46.67		*	46.67		*	6.67		*	0.00		*	15	
1	*	*		*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*		*	*	
3	36.36	*		45.45	*		9.09	*		9.09	*		11	*	
4	*	*		*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*		*	*	
All Grades	36.36	26.32		39.39	47.37		15.15	17.54		9.09	8.77		33	57	

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	73.33		*	26.67		*	0.00		*	15	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	63.64	*		36.36	*		0.00	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	60.61	59.65		39.39	36.84		0.00	3.51		33	57	

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	46.67		*	40.00		*	13.33		*	15	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	72.73	*		27.27	*		0.00	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	54.55	49.12		39.39	33.33		6.06	17.54		33	57	

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	46.67		*	53.33		*	0.00		*	15	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	45.45	*		45.45	*		9.09	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	39.39	29.82		51.52	57.89		9.09	12.28		33	57	

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	*	86.67		*	13.33		*	0.00		*	15	
1	*	*		*	*		*	*		*	*	
2	*	*		*	*		*	*		*	*	
3	54.55	*		36.36	*		9.09	*		11	*	
4	*	*		*	*		*	*		*	*	
5	*	*		*	*		*	*		*	*	
6	*	*		*	*		*	*		*	*	
All Grades	45.45	45.61		45.45	45.61		9.09	8.77		33	57	

Conclusions based on this data:

1. In 2021-2022 ELD Students' Overall Summative Scores
Level 4 - 42% of students
Level 3 - 40% of students
Level 2 - 11% of students
Level 1 - 7% of students

2021-2022 ELD Students Summative Scores from 2020-2021
Level 1 - 1 Student
Level 2 - 8 Students
Level 3 - 23 Students
Level 4 - 4 Students
22 students took the summative for the 1st time between February and May 2022. 13 students were kindergarten students.
2. Reading had the lowest percentage of students at a level 4 for 2021-2022.
3. The total number of EL students dropped significantly which demonstrates a high rate of reclassification. The majority of students of EL students scored a level 3 on the 2018 - 2019 ELPAC.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
946	12.2%	6.4%	0.2%
Total Number of Students enrolled in West Creek Academy.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners	61	6.4%
Foster Youth	2	0.2%
Homeless		
Socioeconomically Disadvantaged	115	12.2%
Students with Disabilities	61	6.4

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American	28	3.0
American Indian		
Asian	247	26.1
Filipino	71	7.5
Hispanic	210	22.2
Two or More Races	67	7.1
Pacific Islander		
White	319	33.7

Conclusions based on this data:

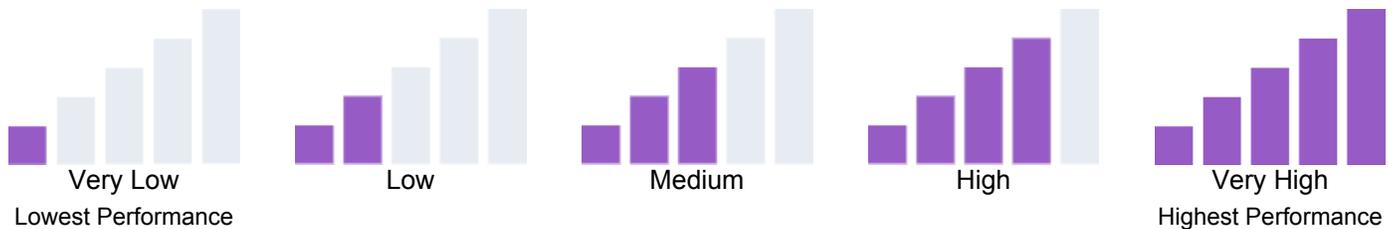
1. For the 2021-2022 school year, West Creek Academy's enrollment increased to 946 students West Creek's. In 2020-2021 West Creek's enrollment was impacted by COVID, where around 400 students attended school digitally all year long in Saugus Digital Learning Academy. That same year, 2020-2021, 602 students attended digitally from August 2020 through February/March 2021 and then attended school for minimum days in person until the last day of school in June 2021. West Creek's enrollment increased by about 20 students in 2019-2020 in comparison to 2018-2019.
2. In 2021-2022 West Creek Academy had 61 students for a percentage of 6.4% of students being English learners. In 2019-2020, 5.6% of students were English Learners. In 2018-2019, 7.3% of West Creek's population were English Learners. 11.5% of students were socioeconomically disadvantaged, and 9.3% of students were students with disabilities. In 2018-2019, 6.8% of West Creek's population was socioeconomically disadvantaged and that increased to 11.5% in 2019-2020.
3. In 2021-2022, 33.7% of students were white, 26.1% of students were Asian, 22.2% of students were Hispanic, 7.1% were two or more races, and 3% were African American. In 2019-2020, 42.9% of the student population were white, 21.8% of the population was Hispanic, 17.8% of the population was Asian, 7.1% of the population was Filipino, 7.0% of the population was two or more races, and 3.2% of the population was African American.

School and Student Performance Data

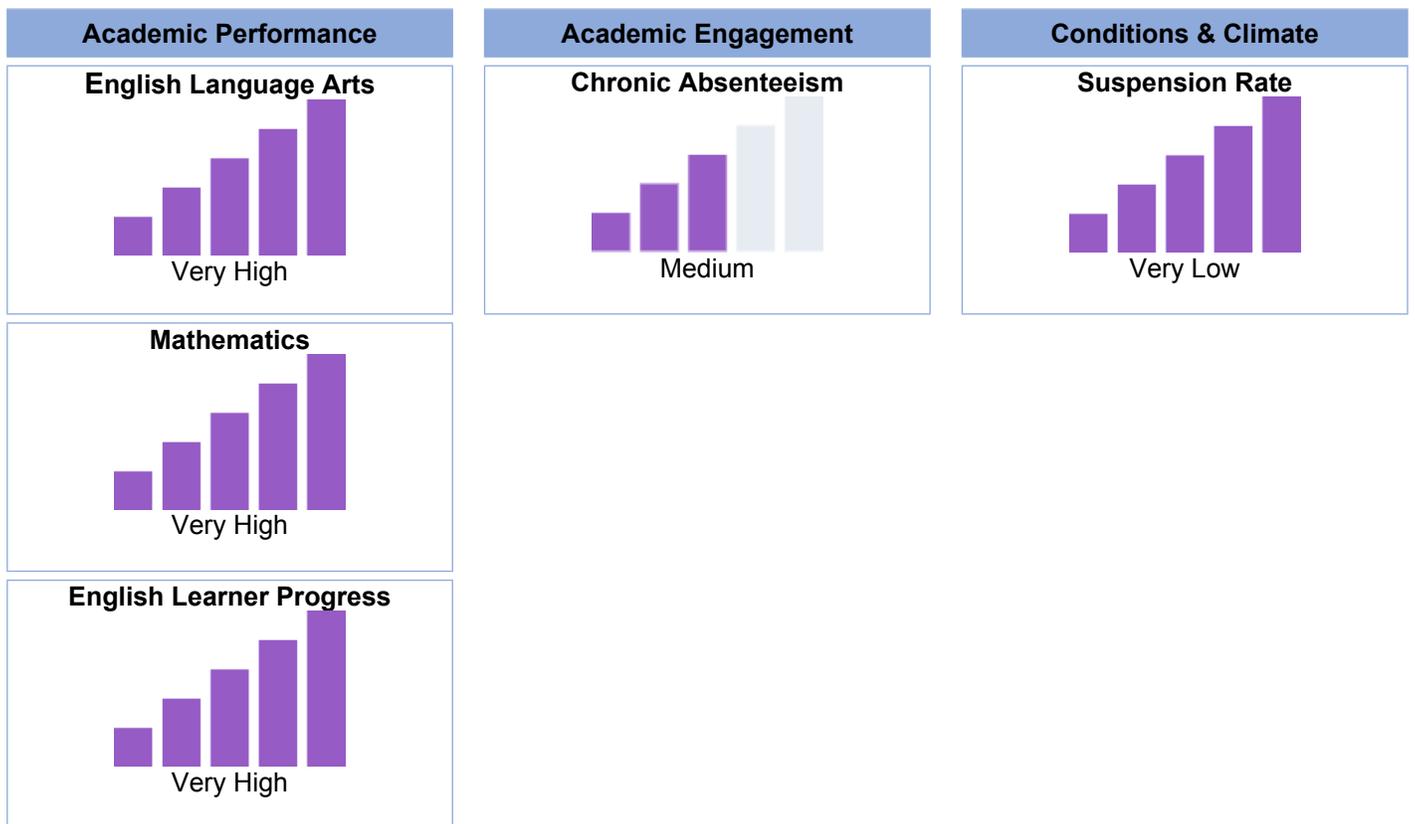
Overall Performance

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



2022 Fall Dashboard Overall Performance for All Students



Conclusions based on this data:

1. West Creek Academy scored very high for overall academic performance in English Language Arts and mathematics on the 2022 dashboard. This is the highest score possible. English Learner progress was very high, which is the highest score possible.
2. West Creek Academy scored medium on the dashboard in 2022 for Chronic Absenteeism.

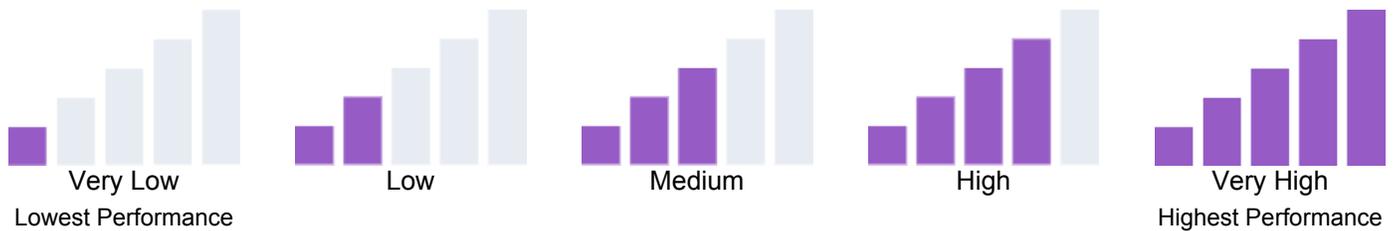
3. West Creek Academy scored very low on the dashboard in 2022 for the suspension rate. This is the highest score possible.

School and Student Performance Data

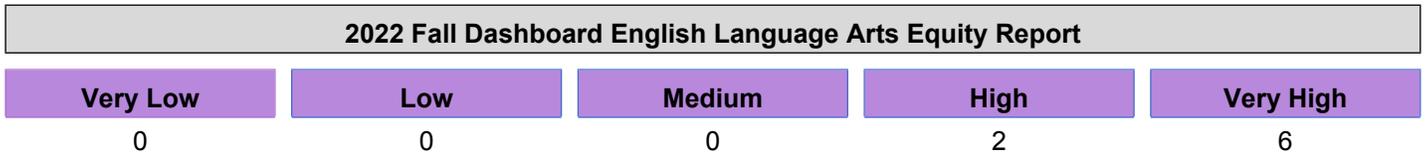
Academic Performance English Language Arts

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

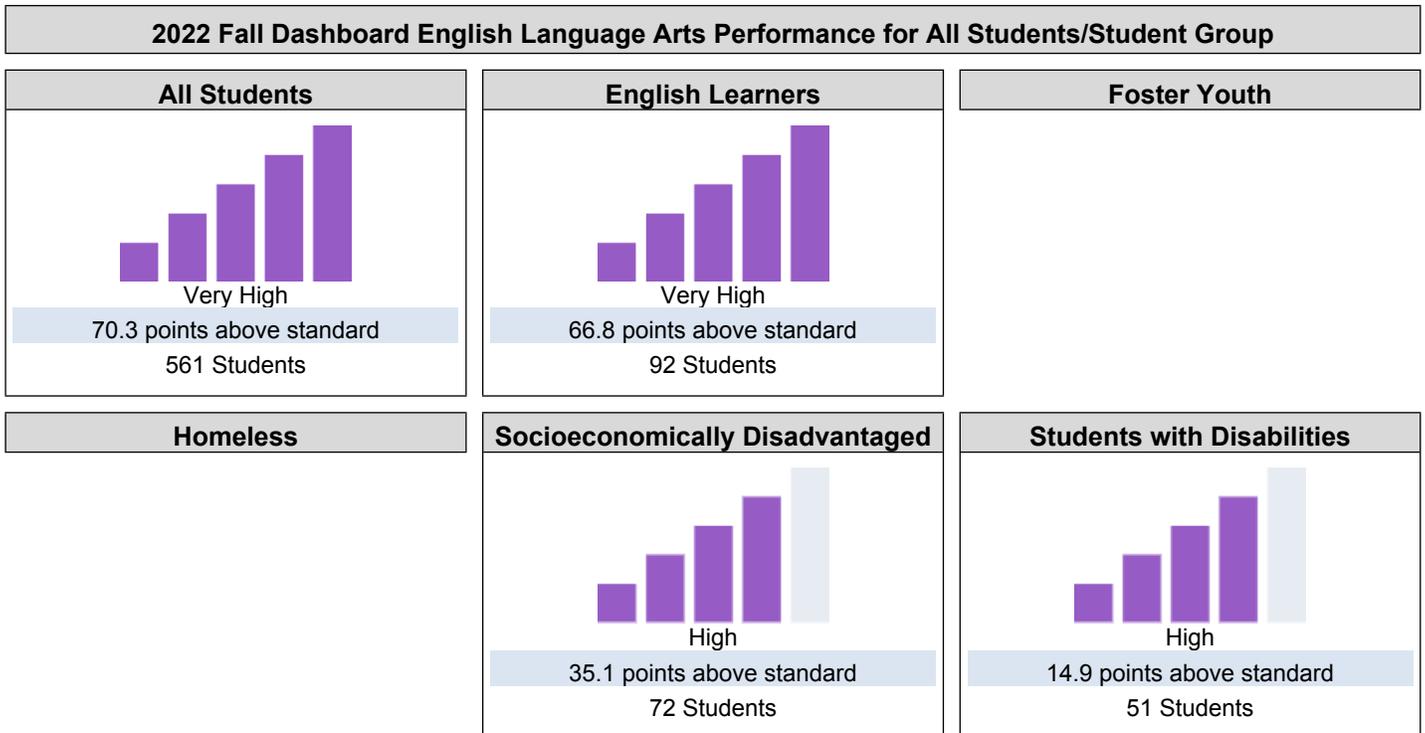
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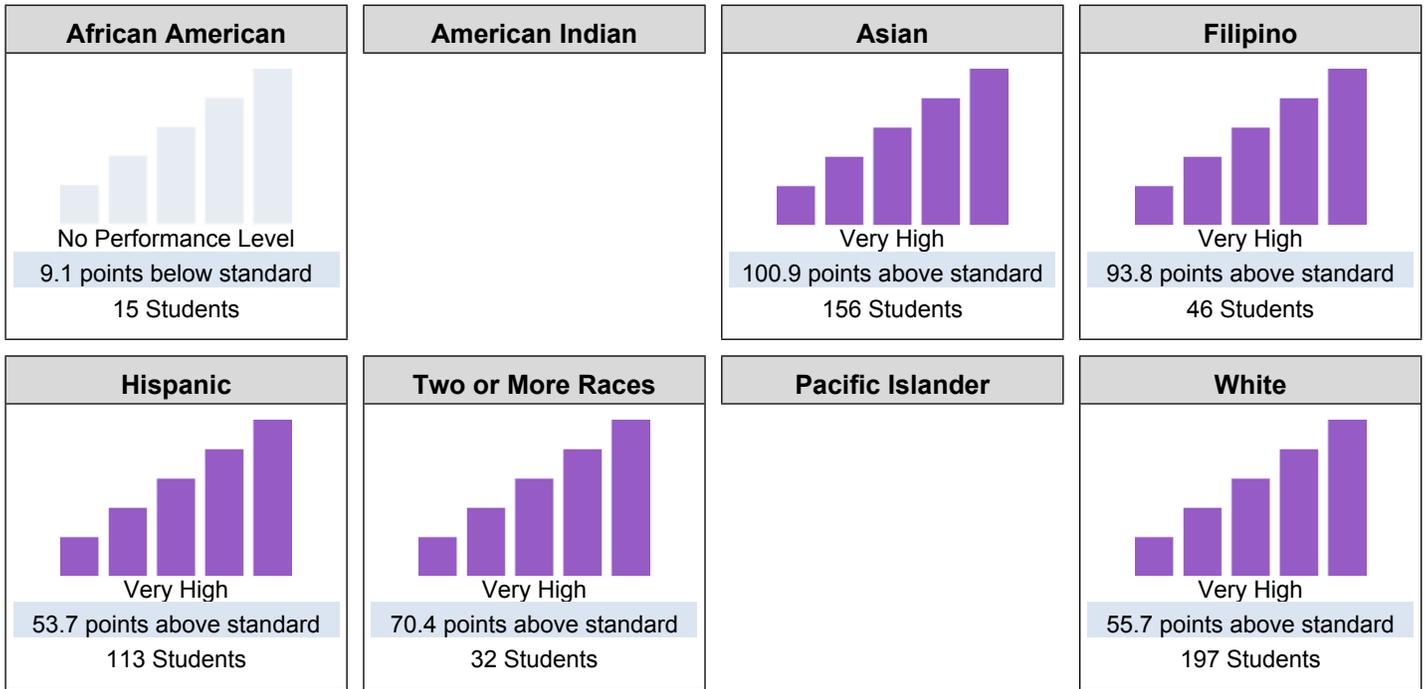
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard English Language Arts Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>35.5 points below standard</p> <p>18 Students</p>	<p>91.7 points above standard</p> <p>74 Students</p>	<p>65.7 points above standard</p> <p>428 Students</p>

Conclusions based on this data:

1. In 2022 the score for all students West Creek's students was 70.3 points above standard in ELA.
2. In 2022 West Creek's English Learners scored 66.8 above standard, which is very high on the dashboard.
3. West Creek's socioeconomically disadvantaged students scored 35.1 points above standard, which is high on the dashboard.

School and Student Performance Data

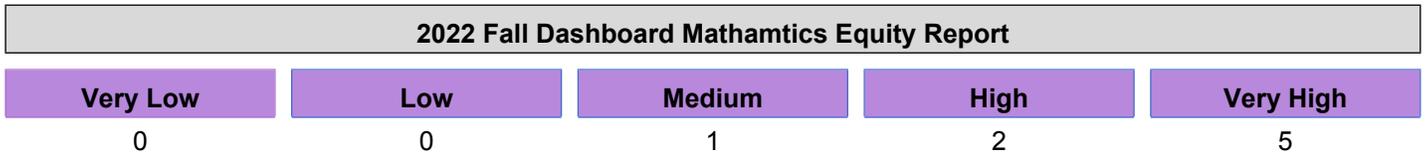
Academic Performance Mathematics

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

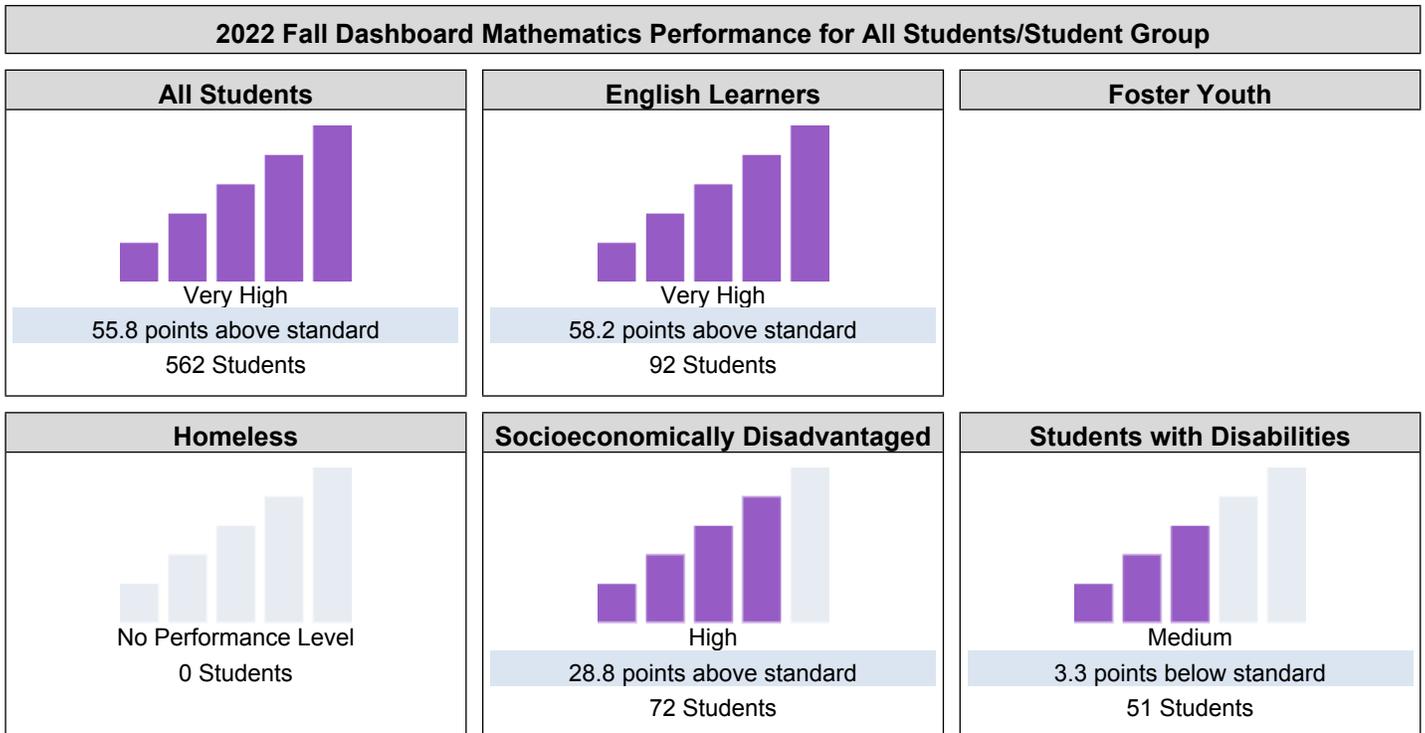
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



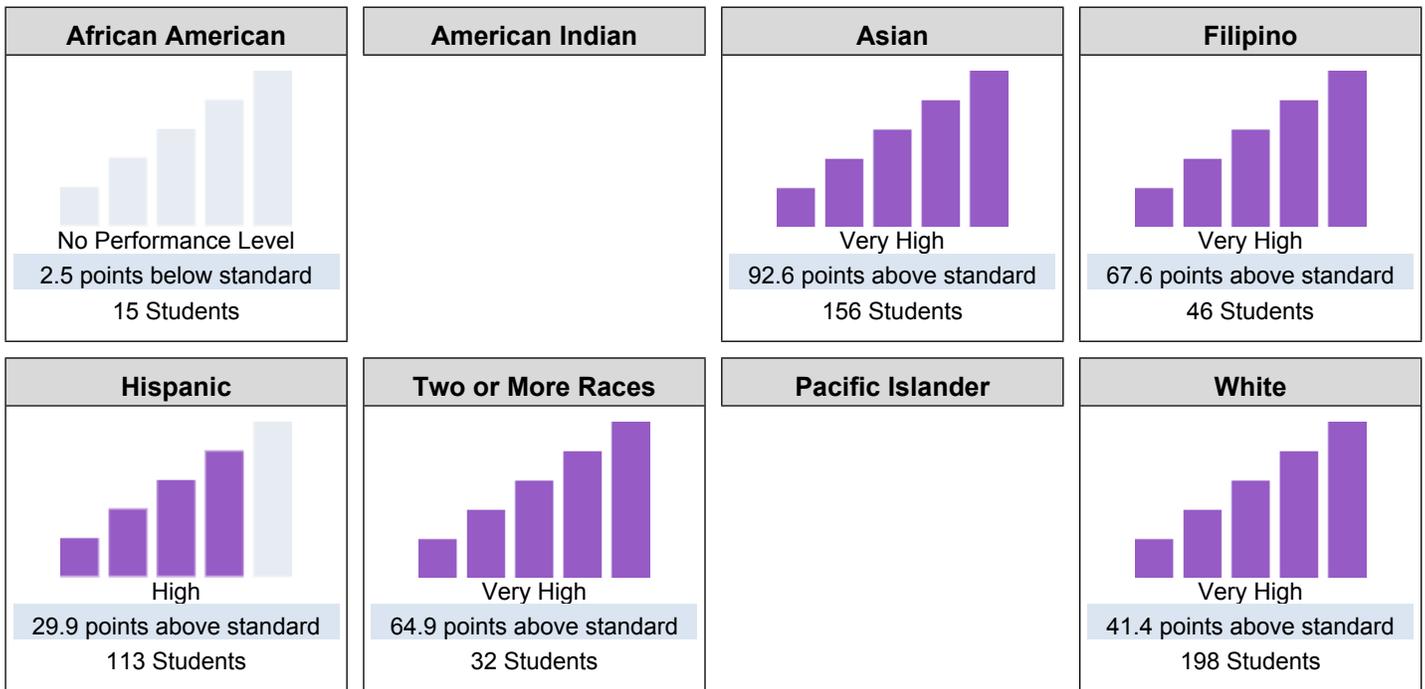
This section provides number of student groups in each level.



This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.



2022 Fall Dashboard Mathematics Performance by Race/Ethnicity



This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner	Reclassified English Learners	English Only
<p>26.0 points below standard 18 Students</p>	<p>78.7 points above standard 74 Students</p>	<p>49.7 points above standard 429 Students</p>

Conclusions based on this data:

1. In 2022, overall our students scored 55.8 points above standard in Math which was very high on the dashboard. In 2019, overall our students scored 46 points above standard in Math with a 2.8 point increase which was a blue on the dashboard.
2. In 2022 our current West Creek English Learners scored 26.0 points below standard in Math which was a significant decline with our reclassified students scoring 78.7 points above standard. The Asian, Filipino, Two or More Races, and White subgroups scored very high on the dashboard and the Hispanic subgroup scored high on the dashboard.
3. In 2022 West Creek's socioeconomically disadvantaged students scored 28.8 points above standard in math which is high on the dashboard. Students with Disabilities scored 3.3 points below standard, which was medium on the dashboard.

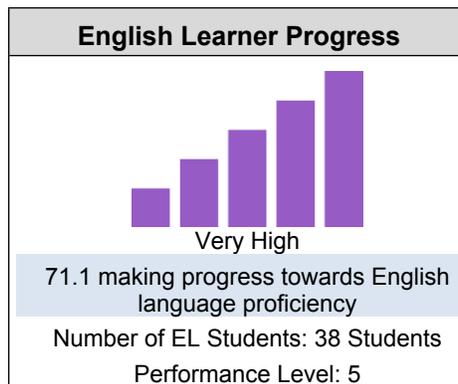
School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator



This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
10.5%	18.4%	5.3%	65.8%

Conclusions based on this data:

1. According to the 2022 Dashboard, 71.1% of students are making progress towards English Language Proficiency. According to the 2019 Dashboard, 41 students are making progress towards English Language Proficiency.
2. According to the 2022 Dashboard, 5.3% of students maintained a level 4 and 65.8% of students progressed at least one ELPI level. 27.8% of students maintained a level 4 and 13.1% of students progressed at least one ELPI level.
3. According to the 2022 Dashboard, 10.5% of students decreased one ELPI level.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

1. Not applicable as West Creek Academy is a K-6 school.

School and Student Performance Data

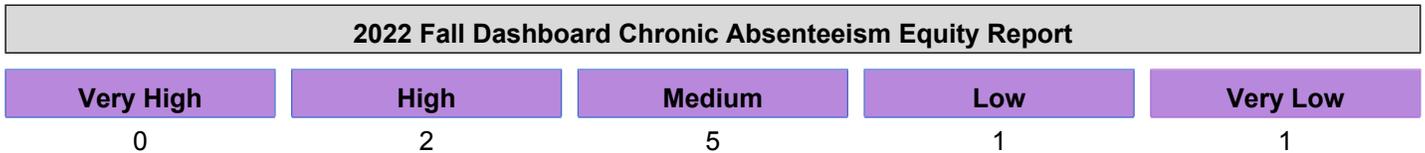
Academic Engagement Chronic Absenteeism

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

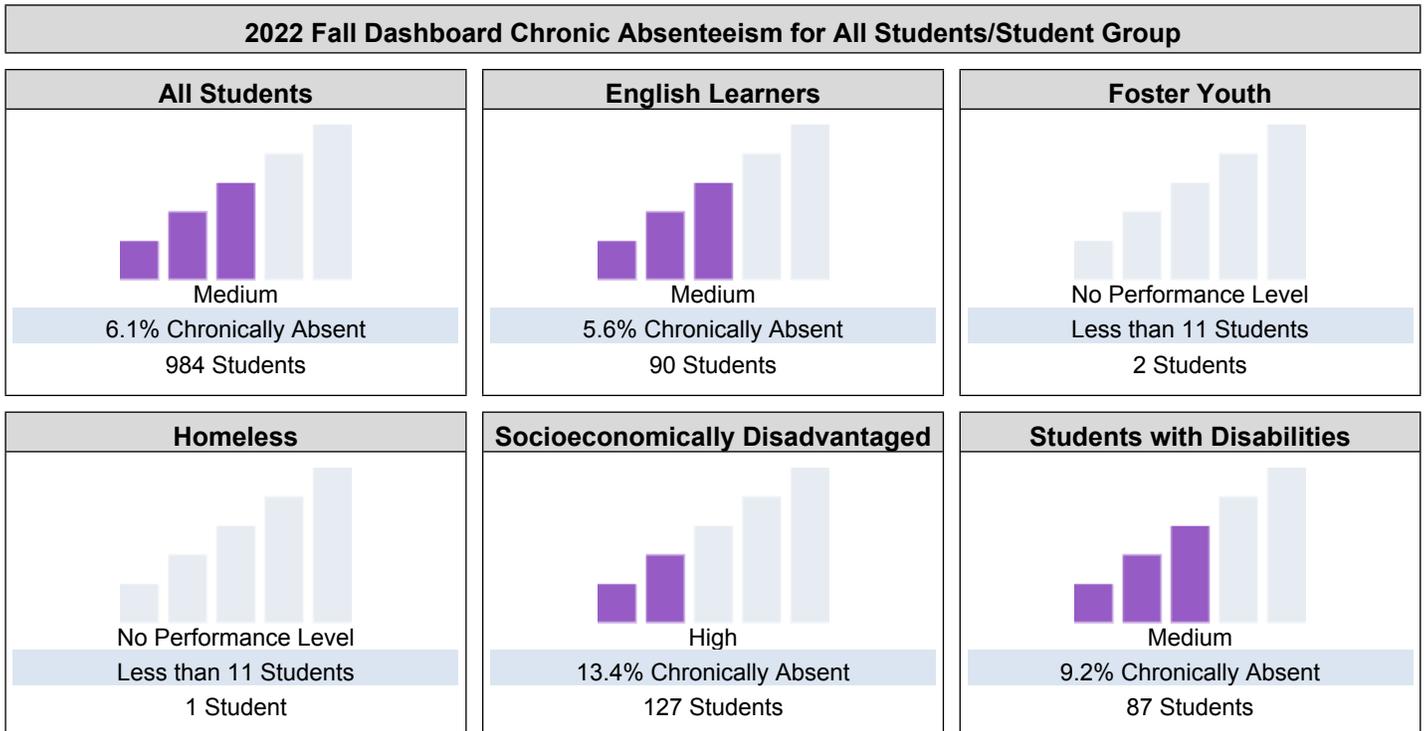
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



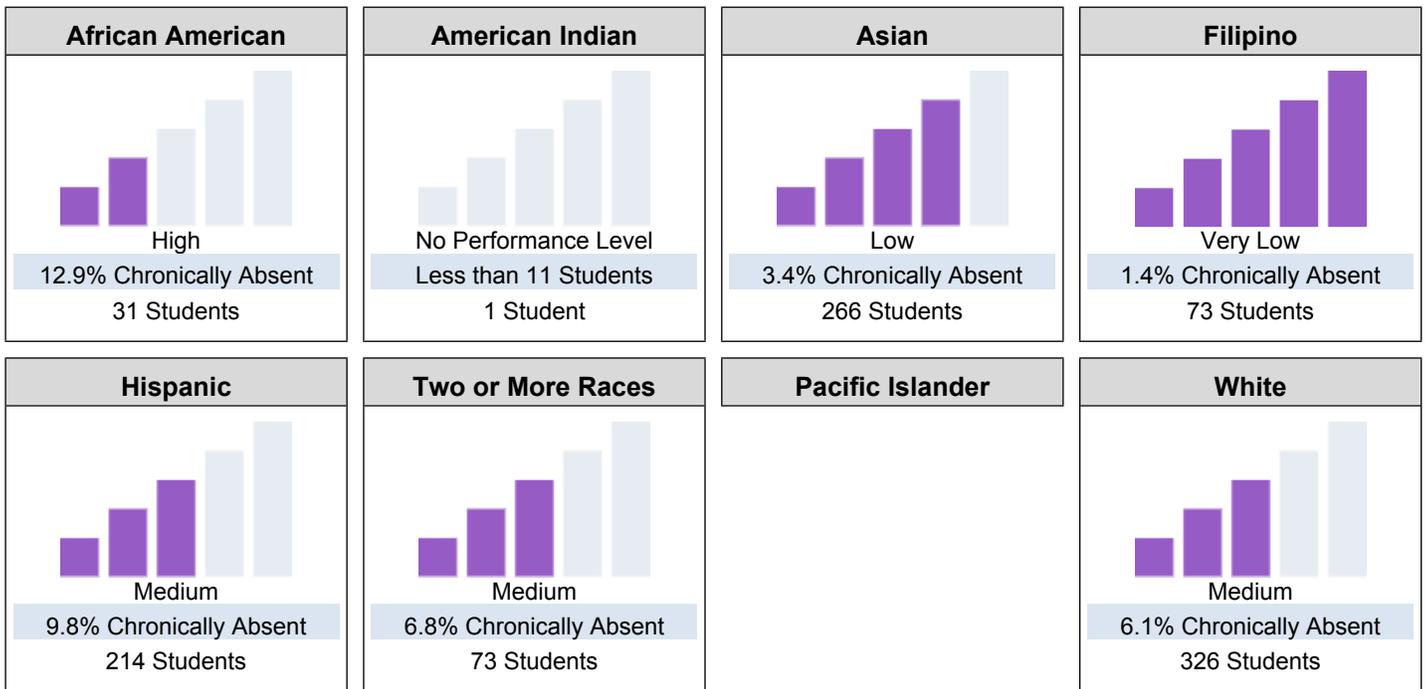
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.



2022 Fall Dashboard Chronic Absenteeism by Race/Ethnicity



Conclusions based on this data:

1. Overall, West Creek Academy students are Medium on the dashboard.
2. Socioeconomically disadvantaged students had 13.4% chronically absent and were high on the dashboard.
3. In 2022, the Filipino subgroup was very low on the dashboard, the Asian subgroup was low on the dashboard, the Hispanic, Two or More Races, and White subgroups were medium on the dashboard, and the African American subgroup was high on the dashboard.

School and Student Performance Data

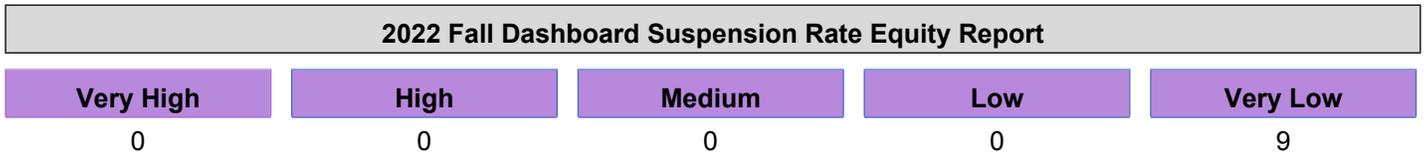
Conditions & Climate Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

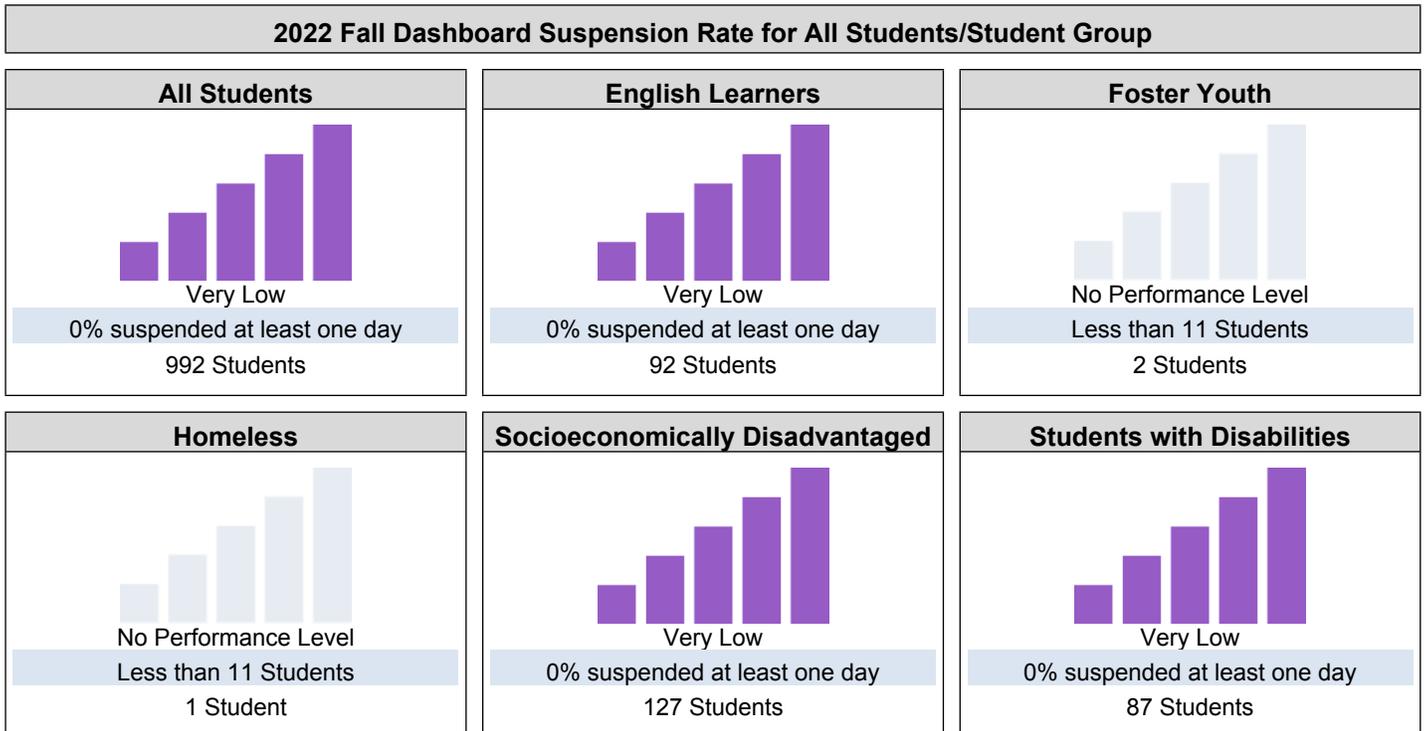
Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).



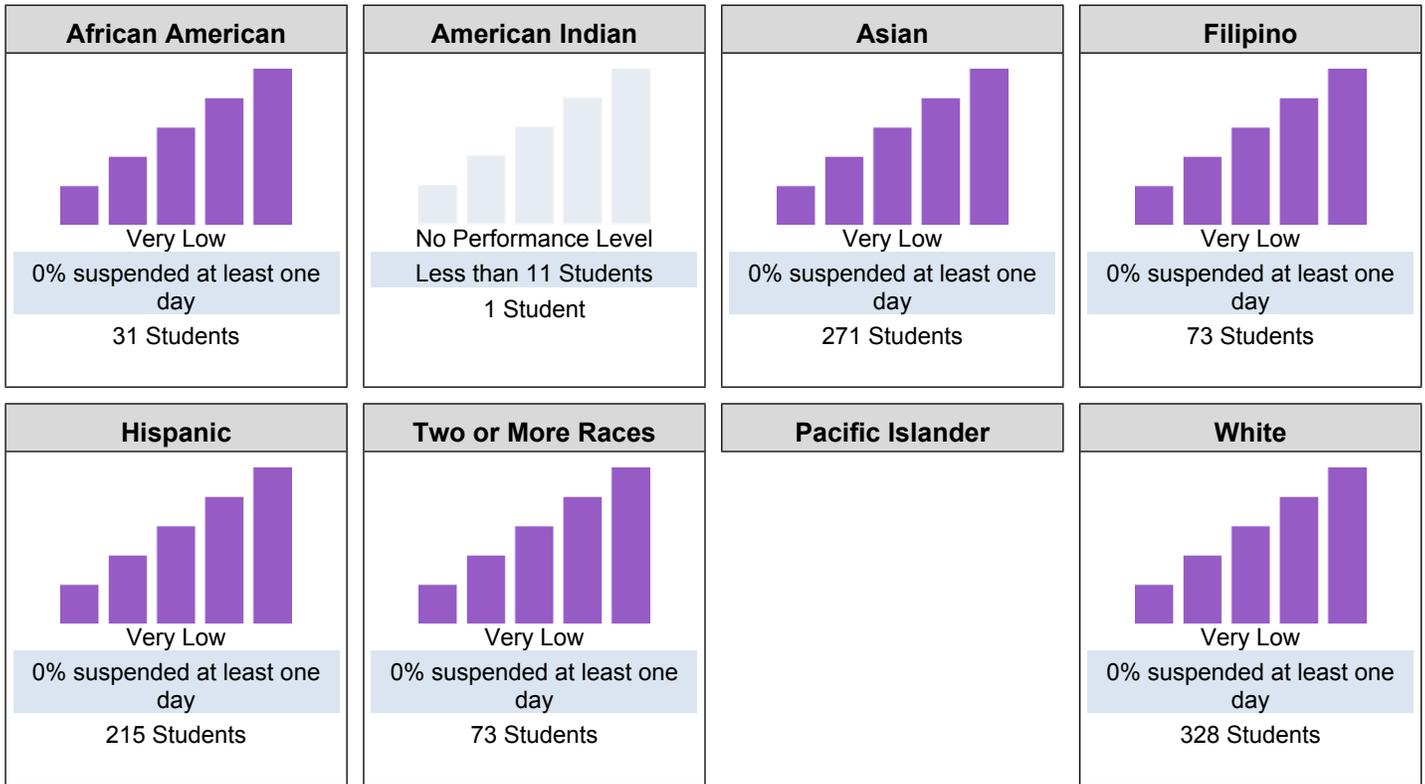
This section provides number of student groups in each level.



This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.



2022 Fall Dashboard Suspension Rate by Race/Ethnicity



Conclusions based on this data:

- In 2022, West Creek Academy was very low on the dashboard for overall suspensions. The subgroups English Learners, Socioeconomically Disadvantaged, and Students with Disabilities were very low on the dashboard. For race and ethnicity the African American, Asian, Filipino, Hispanic, 2 or more Races, and White subgroups were very low on the dashboard.

Goals, Strategies, & Proposed Expenditures

Goal 1

Subject

Achievement Gap

Goal Statement

By June 2024, the percentage of students who meet or exceed standards will grow by at least 5% as measured in their i-Ready diagnostic.

The percentage of students in the groups below who meet or exceed standards will grow by at least 10% in their i-Ready diagnostic.

Language Arts: English Learners, Socioeconomically Disadvantaged, and Students with Disabilities

Math: English Learners, Hispanic, and Students with Disabilities

LCAP Goal

Achievement GAP - Implement instructional programs and services that allow all students to achieve while closing the Achievement Gap in the core academic areas English Language Arts (ELA) and Mathematics.

Basis for this Goal

After conducting a comprehensive needs assessment, this goal was drafted based on the following:

On the CA Dashboard for 2022, our ELA performance was very high overall at 70.3 points above standard and Math performance was very high overall at 55.8 points above standard.

Student Groups for Chronic Absenteeism on the CA Dashboard for 2022:

Overall Chronic Absenteeism: 6.1% (984 students)

Socioeconomically disadvantaged: High - 13.4% (127 students)

African American: High - 12.9% (31 students)

Hispanic: Medium - 9.8% (214 students)

Students with disabilities: Medium - 9.2% (87 students)

Two or More Races: Medium - 6.8% (73 students)

White: Medium - 6.1% (326 students)

English Learners: Medium - 5.6% (90 Students)

Asian: Low - 3.4% (266 Students)

Filipino: Very Low - 1.4% (73 Students)

ELA Performance on the CA Dashboard for 2022:

All students scored 70.3 points above standard (561 students).

Students with disabilities performed in the high range with 14.9 above standard (51 students).

Socioeconomically disadvantaged performed in the high range with 35.1 above standard (72 students).

All other subgroups were very high.

Math Performance on the CA Dashboard for 2022:

All students scored 55.8 points above standard (562 students).

Students with disabilities performed in the medium range with 3.3 above standard (51 students).

Socioeconomically disadvantaged subgroup performed in the high range with 28.2 above standard (72 students).

The Hispanic subgroup performed in the high range with 29.9 above standard (113 students).

All other subgroups were very high.

CAASPP Results 2021-2022

English Language Arts:

3rd Grade - 75% Above or Met Standard (Above 53% / Met 22%), 18% Nearly Met, 7% Did Not Meet Standard

4th Grade - 73% Above or Met Standard (Above 44% / Met 29%), 14% Nearly Met, 13% Did Not Meet Standard
5th Grade - 86% Above or Met Standard (Above 55% / Met 31%), 5% Nearly Met, 5% Did Not Meet Standard
6th Grade - 84% Above or Met Standard (Above 49% / Met 35%), 11% Nearly Met, 5% Did Not Meet Standard

Math:

3rd Grade - 83% Above or Met Standard (Above 54% / Met 29%), 11% Nearly Met, 6% Did Not Meet Standard
4th Grade - 70% Above or Met Standard (Above 40% / Met 30%), 24% Nearly Met, 6% Did Not Meet Standard
5th Grade - 73% Above or Met Standard (Above 50% / Met 23%), 17% Nearly Met, 10% Did Not Meet Standard
6th Grade - 73% Above or Met Standard (Above 53% / Met 20%), 22% Nearly Met, 5% Did Not Meet Standard

iReady Diagnostic #2 (January 2023)

Reading (All Students):

78% of students at or above grade level
19% of students one grade level below
2% of students two grade levels below
1% of students three or more grade levels below

Math (All Students):

67% of students at or above grade level
30% of students one grade level below
2% of students two grade levels below
1% of students three or more grade levels below

Reading (EL Students):

54% of students at or above grade level
26% of students one grade level below
10% of students two grade levels below
10% of students three or more grade levels below

Math (EL Students):

42% of students at or above grade level
44% of students one grade level below
8% of students two grade levels below
6% of students three or more grade levels below

Reading (Socioeconomically Disadvantaged Students):

70% of students at or above grade level
24% one grade level below
1% two grade levels below
5% three or more grade levels below

Math (Socioeconomically Disadvantaged Students):

58% of students at or above grade level
38% of students one grade level below
1% of students two grade levels below
4% of students three or more grade levels below

Reading (Students in Special Education):

51% of students at or above grade level
30% of students one grade level below
10% of students two grade levels below
8% of students three or more grade levels below

Math (Students in Special Education):

49% of students at or above grade level
38% of students one grade level below
5% of students two grade levels below
1% of students three or more grade levels below

Math (Hispanic):

52% of students at or above grade level
 40% of students one grade level below
 5% of students two grade levels below
 2% of students three or more grade levels below

English Learners on the CA Dashboard for 2022

English Language Arts:

English Learners (18 students) were 35.5 points below standard.
 Reclassified Students (74 students) scored 91.7 points above standard.
 English Only (428 students) scored 65.7 points above standard.

Math:

English Learners (18 students) were 26 points below standard.
 Reclassified Students (74 students) scored 78.7 points above standard.
 English Only (428 students) scored 49.7 points above standard.

65.8% of English Learners progressed at least one ELPI level, 6.3% of English Learners Maintained Level 4, 18.4% of students Maintained Level 1, 2, or 3, and 10.5% of students decreased at least one ELPI Level.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Language Arts - 2nd Diagnostic	On the 2nd diagnostic in January 2023, the following groups scored at or above grade level: All Students - 78% Socioeconomically Disadvantaged - 70% English Learners - 54% Students in Special Education - 51%	All Students - 83% Socioeconomically Disadvantaged - 80% English Learners - 64% Students in Special Education - 61%
iReady Diagnostic - 2nd Diagnostic Math	On the 2nd diagnostic in January 2023, the following groups scored at or above grade level: All Students - 67% English Learners - 42% Students in Special Education - 49% Hispanic - 52%	All Students - 72% English Learners - 52% Students in Special Education - 59% Hispanic - 62%
CAASPP Assessment - Language Arts	22-23 CAASPP	23-24 CAASPP to reflect a minimum of a 5% increase in proficiency from 2022-2023.
CAASPP Assessment - Math	22-23 CAASPP	23-24 CAASPP to reflect a minimum of a 5% increase in proficiency from 2022-2023.
CAASPP Assessment - Science (CAST)	22-23 CAST	23-24 CAASPP to reflect a minimum of a 5% increase in proficiency from 2022-2023.
LCAP Connectedness Survey- LCAP Goal Systemic Intervention: My child's school provides regular systemic intervention support to close learning gaps of individual students and increase their academic success.	Students (447) - 83% Staff (61) - 88% Parents (372) - 79%	Students (447) - 88% Staff (61) - 93% Parents (372) - 84%

Metric/Indicator	Baseline	Expected Outcome
LCAP Connectedness Survey- Regularly Administered Assessments: My child's school uses regularly administered assessments to determine learning needs and provide feedback to parents on student progress.	Student (447) - 92% Staff (61) - 93% Parents (372) - 90%	Student (447) - 97% Staff (61) - 98% Parents (372) - 95%
LCAP Connectedness Survey- Digital Resources for Individual Learning needs in Reading and Math: My child's school provides digital resources to support the individual learning needs of students in reading and math.	Students (447) - 78% Staff (61) - 90% Parents (372) - 86%	Student (447) - 83% Staff (61) - 95% Parents (372) - 91%

Planned Strategies/Activities

Strategy/Activity 1

Deepen PLC implementation and practices such as:

- CAPS Training (2 Teachers and 1 administrator)
- Additional collaboration time for grade levels
- Release time for extra duty / extra pay for instructional planning
- Materials and supplies to support core instruction & intervention
- Conferences, professional development
- Paraeducators to support intervention and core instruction

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024 School Year

Person(s) Responsible

West Creek Site Council, West Creek Leadership Team, West Creek Staff, Saugus Union School District

Proposed Expenditures for this Strategy/Activity

Amount	6,100
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PLC Professional Development including Grade Level PLC Leaders
Amount	3,870

Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Certificated Sub to Support Academic Programs for students
Amount	3,484
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	1 hour support each day for 180 days for Tier 2 Instruction and ELD support
Source	None Specified
Budget Reference	None Specified

Goals, Strategies, & Proposed Expenditures

Goal 2

Subject

Parent Engagement and Core Services

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel our school promotes Educational Partners in decisions that impact programs offered at our school will increase by 5% as measured on the LCAP Connectedness Survey.

LCAP Goal

Engage parents in the school community and decision making process to create a core instructional program appropriate for the Basic Conditions of Learning necessary for all students.

Basis for this Goal

77% of parents who responded to our 2023 LCAP survey indicated agreement that the school promotes educational partner participation in decision making that affects the school, while 62% of students and 71% of staff members agreed that school promotes educational partners' participation in decisions made at school. As it's important that all educational partners have an opportunity to participate in decisions regarding our students' learning, we will endeavor to improve in this area.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Connectedness Survey Results (Parents)	In spring 2023, 77% of parents agreed that their child's school promotes educational partners (parents, employees, & students) in decisions that impact the programs offered at school.	In the spring of 2024, 82% or more of parents will agree that their child's school promotes educational partners (parents, employees, & students) in decisions that impact the programs offered at school.
LCAP Connectedness Survey Results (Students)	In spring of 2023, 62% of 4th-6th grade students agreed that their school promotes educational partners (parents, employees, & students) in decisions that impact the programs offered at school.	In the spring of 2024, 67% of 4th-6th grade students will agree that their school promotes educational partners (parents, employees, & students) in decisions that impact the programs offered at school.
LCAP Connectedness Survey Results (Staff)	In spring of 2023, 71% of staff agreed that their school promotes educational partners (parents, employees, & students) in decisions that impact the programs offered at school.	In the spring of 2024, 76% of staff will agree that their school promotes educational partners (parents, employees, & students) in decisions that impact the programs offered at school.

Planned Strategies/Activities

Strategy/Activity 1

Engage Educational Partners

LCAP Surveys
ELAC Meetings
Site Council Meetings
Coffee with the Principal

Students to be Served by this Strategy/Activity

Students, Parents, School Staff, District Staff, PTA

Timeline

2023-2024 School Year

Person(s) Responsible

West Creek Staff

Proposed Expenditures for this Strategy/Activity

Goals, Strategies, & Proposed Expenditures

Goal 3

Subject

English Learners

Goal Statement

By June 2024, 76% of English Learners will improve in their English language proficiency by at least one ELPI level or maintain ELPI level 4 as measured by the Summative ELPAC.

LCAP Goal

English Learner Achievement Needs- Provide instructional opportunities necessary to ensure English Learner Academic Achievement and their appropriate acquisition of English.

Basis for this Goal

71% of English Learners progress at least one ELPI Level or maintained ELPI Level 4.

According to Diagnostic #2 iReady data, 54% of our English Learners are at or above grade level in Reading.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
iReady Diagnostic #2 (Reading)	On the iReady Diagnostic #2, given in January 2023, 54% of English Learners are at or above grade level.	By January 2024, 64% of English Learners will be at or above grade level.
2022 CA Dashboard Data	71% of English Learners progress at least one ELPI Level or maintained ELPI Level 4.	76% of English Learners will progress at least one ELPI Level or maintained ELPI Level 4.

Planned Strategies/Activities

Strategy/Activity 1

Provide additional support for English Learners including individual/small group instruction, reteaching, goal setting, including our LTEL students.

Students to be Served by this Strategy/Activity

English Learners

Timeline

August 2023 - June 2024

Person(s) Responsible

Teachers, Administrators, Paraeducators, Families

Proposed Expenditures for this Strategy/Activity

Amount	1000
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	Extra Duty Pay/Coverage for Teachers including time for staff to meet with students.

Goals, Strategies, & Proposed Expenditures

Goal 4

Subject

Equity and Inclusion

Goal Statement

By June 2024, the percentage of Educational Partners (parents, staff, students) who feel that students see their family's culture represented in the school will increase by 5% as measured by the LCAP Connectedness Survey.

LCAP Goal

Diversity and Inclusion- Provide opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences and include all perspectives when learning in school.

Basis for this Goal

The data from 2022-2023 LCAP Connectedness Survey Question 11: Students see their family's culture represented in the school and the academic content taught indicates that only 73% of parents agree/strongly agree, 72% of staff agree/strongly agree, and 54% of students agree/strongly agree.

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
LCAP Connectedness Survey (Parent): Students see their family's culture represented in the school and the academic content taught.	73% of parents strongly agree/agree	78% of parents will strongly agree/agree
LCAP Connectedness Survey (Staff): Students see their family's culture represented in the school and the academic content taught.	72% of staff strongly agree/agree	77% of staff will strongly agree/agree
LCAP Connectedness Survey (Student): Students see their family's culture represented in the school and the academic content taught.	54% of students strongly agree/agree	59% of students will strongly agree/agree

Planned Strategies/Activities

Strategy/Activity 1

Implement 21st Century TOSA created lessons around district cultural observances and holidays.

Students to be Served by this Strategy/Activity

All Students (TK/Kindergarten - 6th Grade)

Timeline

2023-2024 School Year

Person(s) Responsible

Administrators, Teachers, Library Media Specialist, Staff

Proposed Expenditures for this Strategy/Activity

Amount

0

Goals, Strategies, & Proposed Expenditures

Goal 5

Subject

Student Engagement and Wellness

Goal Statement

By June 2024, the chronic absenteeism percentage of ALL students will decrease to be below 5%. Our socioeconomically disadvantaged and African American student groups will decrease to be below 10%.

LCAP Goal

Student Engagement & Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school. This includes increasing meaningful and purposeful student and parent engagement.

Basis for this Goal

Looking at the 2021-2022 California Dashboard, 6.1% of all students were chronically absent. This was medium on the dashboard.

Student Groups for Chronic Absenteeism on the CA Dashboard for 2022:

Overall Chronic Absenteeism: 6.1% (984 students)

Socioeconomically disadvantaged: High - 13.4% (127 students)

African American: High - 12.9% (31 students)

Hispanic: Medium - 9.8% (214 students)

Students with disabilities: Medium - 9.2% (87 students)

Two or More Races: Medium - 6.8% (73 students)

White: Medium - 6.1% (326 students)

English Learners: Medium - 5.6% (90 Students)

Asian: Low - 3.4% (266 Students)

Filipino: Very Low - 1.4% (73 Students)

Expected Annual Measurable Outcomes

Metric/Indicator	Baseline	Expected Outcome
Chronic Absenteeism Report on 2022 California Dashboard	6.1% of students were chronically absent.	By June 2024, we will decrease our chronic absenteeism rate to be below 5%, as measured on the California Dashboard.
2022-2023 LCAP Student Survey (gr. 4-6) "I regularly look forward to coming to school."	57.2% of students strongly agree/agree that they look forward to coming to school.	By June 2024, we will increase the percentage of students who strongly agree/agree that they look forward to coming to school to 67% or higher.
Chronic Absenteeism Report on 2022 California Dashboard	13.4% of socioeconomically disadvantaged 12.9% of African American	By June 2024, we will decrease chronic absenteeism for socioeconomically disadvantaged and African American subgroups to be below 10%.

Planned Strategies/Activities

Strategy/Activity 1

Full implementation of PBIS to support positive behavior, chronic absenteeism, school connectedness, and staff professional development in PBIS.

Students to be Served by this Strategy/Activity

All Students (Focus on Socioeconomically Disadvantaged and African American)

Timeline

2023-2024 School Year

Person(s) Responsible

Classified Staff, Site Council, Teachers, Principal, PBIS Coaches and Team, Social Worker

Proposed Expenditures for this Strategy/Activity

Amount	2,790
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries
Description	PBIS Team Planning and Meetings/Professional Development \$3500
Amount	710
Source	LCFF - Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries
Description	PBIS Team Planning and Meetings/Professional Development \$3500

Strategy/Activity 2

Student leadership teams including Valet leaders, Green Team Leaders, Attendance Leaders, PBIS Leaders, Conflict Leadership and Broadcast Team Leaders.

Students to be Served by this Strategy/Activity

All Students

Timeline

2023-2024

Person(s) Responsible

Teachers, Admin, Students, Social Workers

Proposed Expenditures for this Strategy/Activity

Amount	1,636
Source	LCFF - Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries

Description

Student Leadership Teams- Teacher Extra Duty Pay

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 1

Close the Achievement Gap in Language Arts:

Increase the number of students who are proficient in English Language Arts to 90% of students by June 2023.

Decrease the number of students who are two, three or more years behind in Language Arts on iReady to less than 5% by June 2023.

Increase the number of students who are proficient in Comprehension of Informational Text to 90% of students by June 2023.

Close the Achievement Gap in Math:

Increase the number of students who are proficient in Math from 43% to 85% of students who are at grade level in language arts by June 2023.

Decrease the number of students who are two, three or more years behind in math on iReady from 9% to 5% by June 2023.

Increase the number of students who are proficient in Geometry from 46% to 85% of students who are proficient in math by June 2023.

Decrease the number of students who are two, three or more years behind in geometry on iReady from 13% to 5% by June 2023.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
iReady Overall Language Arts	90% of students will meet or exceed standards .	As of June 1, 2023, 86% of students met or exceeded standards (942/974 completed assessment).
iReady Overall Math	85% of students will meet or exceed standards.	As of June 1, 2023, 84% of students met or exceeded standards (874/974 completed assessment).
iReady Language Arts - Two, Three or more years behind	1% or less of students will be two, three, or more years behind.	As of June 1, 2023, 3% of students were two, three, or more years behind (942/974 completed assessment).
iReady Math - Two , Three, or more years behind	2% of students will be two, three, or more years behind.	As of June 1, 2023, 2% of students were two, three, or more years behind (874/974 completed assessment).
Language Arts Domain - Increase students who are proficient (at grade level) in comprehension informational text	90% of students will be proficient (at grade level or above) in comprehension informational text.	As of June 1, 2023, 80% of students were at or above grade level in comprehension informational text (942/974 completed assessment).
Math Domain - Increase students who are proficient in geometry	80% of students will be proficient (at grade level or above) in geometry.	As of June 1, 2023, 81% of students were at or above grade level in geometry (874/974 completed assessment).
Decrease number of students who are two, three, or more years behind in geometry	5% of student will be two, three, or more years behind in geometry.	As of June 1, 2023, 2% of students were two, three, or more years behind (874/974 completed assessment).

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Connectedness Survey- LCAP Goal Systemic Intervention: My child's school provides regular systemic intervention support to close learning gaps of individual students and increase their academic success.	80% or more of students, parents, and staff will agree/strongly agree as measured on the 2023 LCAP Survey.	Students (447) - 83% Staff (61) - 88% Parents (372) - 79%
LCAP Connectedness Survey- Regularly Administered Assessments: My child's school uses regularly administered assessments to determine learning needs and provide feedback to parents on student progress.	90% or more of students, parents, and staff will agree/strongly agree as measured on the 2023 LCAP Survey.	Student (447) - 92% Staff (61) - 93% Parents (372) - 90%
LCAP Connectedness Survey- Digital Resources for Individual Learning needs in Reading and Math: My child's school provides digital resources to support individual learning needs of students in reading and math.	80% or more of students, parents, and staff will agree/strongly agree as measured on the 2023 LCAP Survey.	Students (447) - 78% Staff (61) - 90% Parents (372) - 86%
iReady Language Arts: Decrease number of students who are two, three, or more years behind in comprehension informational text.	3% of students will be two, three, or more grade levels below.	As of June 1, 2023, 6% of students were two, three, or more years behind (942/974 completed assessment).

Strategies/Activities for Goal 1

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Professional Development: West Creek Academy has been working towards improving English Language Arts and Math achievement through developing Professional Learning Communities. The four questions that continue to drive the work of our PLC are: What do we want our students to learn? How will we know if each student learned it? How will we respond when some students do not learn it? How can we extend and enrich the	Our Principal and teacher attended PLC training through CAPS. As part of this process we developed a guiding coalition who are leaders for the PLC process. Our guiding coalition has a member from each grade level. The team meets monthly. During admin collaborative instructional planning time, our teachers worked in their PLCs. Teachers prioritized the essential standards and created "I can statements."	PLC Professional Development including Grade Level PLC Leaders 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 3,000	PLC- Guiding Coalition 3,389.24
		Supplies or Books 4000-4999: Books And Supplies LCFF - Supplemental 1,000	Supplies and Books 2,965.64
		504 Coordinator 1 hour per student (Allocated for 10 students 1000-1999: Certificated Personnel Salaries	504 Coordinator 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 62

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>learning for students who have demonstrated proficiency? A team of admin and PLC lead teachers will attend the CAPS training and meet after school to look at our PLC data and next steps. A focus for PLC time and Intervention time will be Comprehension of Informational Text. Leadership team meetings will also focus on the PLC data and the MTSS process.</p>	<p>Teachers worked in grade-level teams to unwrap and unpack the standards, plan lessons using the standards and curriculum, develop the pacing of standards while incorporating the district pacing guide to create common assessments, and looked at the depth of knowledge and rigor of instruction.</p>	<p>LCFF - Supplemental 400</p>	
<p>Our goal for the 2022-2023 school year is for our teachers to continue to prioritize the essential standards and create "I can statements."</p>	<p>Teachers analyzed assessments and used the assessments to guide re-teaching, intervention, enrichment, and extension of the grade-level standards This is an area of continued focus for the upcoming school year.</p>	<p>SST Coordinator 1hour per student (allocated for 40 students) 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 1,600</p>	<p>SST Coordinator 279</p>
<p>Teachers will work in grade-level teams to unwrap and unpack the standards, plan lessons using the standards and curriculum, develop the pacing of standards while incorporating the district pacing guide to create common assessments and look at the depth of knowledge and rigor of instruction.</p>	<p>Fourth grade teachers had substitute coverage for a day to further their PLC process using the planning time.</p>	<p>Multi-sensory Letter Tubs for ELA for K https://www.lakeshorelearning.com/products/language/alphabet/alphabet-sounds-teaching-tubs/p/LC856/ 4000-4999: Books And Supplies LCFF - Supplemental 1,000</p>	<p>Supplies 1,000</p>
<p>During administrative-directed CIP, teachers will collaborate and work together to analyze assessments and use the assessments to guide re-teaching, intervention, enrichment, and extension of the grade-level standards.</p>	<p>This summer our administrator and teachers will attend a PLC Conference to further extend the implementation of our PLC process.</p>		
<p>Teachers will attend professional development training to improve language arts and math instruction (PLC, rigor, ALPS, Getting Reading</p>			

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Right, iReady, Studies Weekly).</p> <p>Opportunities will be available for additional planning time and professional development with extra duty/extra pay.</p> <p>Teachers have access to language arts, math, and 21st Century TOSAs.</p>			
<p>Intervention: Students scoring below 80% on the iReady reading and mathematics assessments will have another opportunity to learn the information and participate in another assessment. Teachers, grades K-6, create instruction based on knowledge attained from district and site staff development and assessments. Teachers will use manipulatives, graphic organizers, technology (student computers, computer lab, etc.), and visual aides to support student learning. Instructional Assistants provide support in TK/Kindergarten classes to facilitate the implementation of standards-based instruction in ELA and math.</p> <p>Intervention provided by staff will include flex intervention, re-teaching, and students practicing the standards. Research-based intervention will include PALS, Read</p>	<p>We continued to see progress of our students in tiers 2 and 3, especially through our school wide intervention as led by our intervention team. Our guiding coalition and grade level teams will especially be focusing on Tier 2 intervention during Professional Learning Team time, which is part of their Professional Learning Community.</p>		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>Naturally and Read Live. Schedules and lessons will look at maximizing the Optimal Window of Learning. Our Intervention and Instructional Assistant TOSAs will assist with learning loss and help our students become proficient in language arts and math.</p>			
<p>Enrichment: Students showing an understanding of 80% or more on the iReady reading or mathematics assessments will be provided instruction and activities to enrich and extend their learning.</p>	<p>Students did have an opportunity for extension and this will continue and be expanded upon for the upcoming school year.</p>		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Our grade level teams worked together in Professional Learning Teams in planning and implementing learning cycles. The learning cycles included unwrapping the promise standards, planning lessons using the standards and curriculum, develop the pacing of standards while incorporating the district pacing guide to create common formative assessments. Teachers analyzed assessments and used the assessments to guide re-teaching, intervention, enrichment, and extension of the grade-level standards This is an area of continued focus for the upcoming school year.

School-wide tier 3 intervention was given by the Intervention TOSA and paraeducators.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The instruction strategies through our PLC process were effective as evidence by the iReady data.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We needed to realign our budget to provide more supplies for our teachers, including supplies needed for teachers using the Orton-Gillingham approach. The supplies also supported our Intervention program and extensions through the GATE program. The district was able to fund hours for our 504 and SST coordinators, which we did not spend most of the money that was originally allotted in these areas. The pay increase for teachers also had an impact on our extra duty pay for certificated staff and over expending for the PLC guiding coalition. Overall, for our entire supplemental fund, for all 6 goals, we over expended by \$2,381.00 as of June 1, 2023.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

With Professional Learning Communities being our continued focus, including this years' implementation of the Guiding Coalition, the funding has focused on certificated staff, as well as support from classified staff.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 2

Student Attendance- Decrease chronic absenteeism from 3.25% in 2019-2020 and 3.5% in 2021-2022 to 3.00% in 2022-2023.

Decrease chronic absenteeism from 5% in May 2022 to 3.00% for the overall school year.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Connectedness Survey- Increase Meaningful and purposeful student engagement	<p>The percentage of students who agree or strongly agree they enjoy coming to school on the end of the year survey in May 2023 will increase by from 63% to 70%.</p> <p>The overall percentage of students who strongly agree that they enjoy coming to school will be 75%.</p>	57.2% of students strongly agree/agree that they look forward to coming to school.
SART/DART Letters and Meetings	Decrease attendance letters and meetings by 10%	<p>For the 22-23 school year there were:</p> <p>18 DART meetings (excessive tardies) 107 DART letters (excessive tardies) 8 SART meetings (excessive unexcused absences) 207 SART letters (excessive unexcused absences)</p>
Absences	<p>Decrease chronic absenteeism to under 2%</p> <p>Absent rate to be between 97 - 98%</p>	<p>Our daily attendance rate for the 2022-2023 school is 95.93% as of June 1, 2023.</p> <p>Our chronic absenteeism rate is 4.13% as of June 1, 2023.</p>
ISCs Complete	Students attend ISC when out of town for 3 or more days	192 ISCs (1015 school days)
Suspension Rate	Aim to be at 0%	We are below 1% for our suspension rate and are very low on the dashboard.

Strategies/Activities for Goal 2

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Incentives for Students for Attendance Individual student incentives for 95% of	Attendance stickers were given to students each month who had 95% or	Supplies, including supplies needed for Attendance 4000-4999: Books And Supplies	Supplies 4000-4999: Books And Supplies LCFF - Supplemental 623.52

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
<p>attendance or more (monthly) Grade level incentive for highest percentage (weekly) Individual class incentive for highest percentage (weekly)</p>	<p>better attendance for the month.</p> <p>Grade level attendance rates were reviewed each month and the grade level with the highest percentage of attendance earned an extra recess.</p> <p>Attendance celebrations were held each trimester for the students who attended all the days of the trimester. Students each received a certificate and had their picture taken with our school mascot.</p>	<p>LCFF - Supplemental 1,000</p>	
<p>Pupil Engagement is of utmost importance. In order to engage and communicate with students and parents, and keep them informed and in school, West Creek Academy utilizes notices in the school newsletter, and a school-wide video broadcast. Parents are also notified regularly regarding student attendance, and administration meets with parents to discuss attendance concerns through SART, DART, and SARB meetings as necessary.</p>	<p>For the 22-23 school year there were:</p> <p>192 ISCs (1015 school days) 18 DART meetings (excessive tardies) 107 DART letters (excessive tardies) 8 SART meetings (excessive unexcused absences) 207 SART letters (excessive unexcused absences) 164 Excessive Excused letters</p> <p>427 Student Days during our 3 Saturday Schools</p>		
<p>West Creek Academy continually works to provide a positive school climate. West Creek Academy's PBIS program includes school and classroom behavior expectations and is reinforced by the HOWL behavior tickets.</p>	<p>PBIS included both Tier 1 and Tier 2 Supports. A handbook outlines all the details for our program. Students received HOWL tickets for positive reinforcement and were able to use the HOWL tickets at the student store to purchase items.</p>	<p>Traffic Control Officer, if funded 5800: Professional/Consulting Services And Operating Expenditures District Funded</p>	<p>District Funded</p>

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
West Creek Academy also provides a security/traffic control officer to improve traffic flow during arrival times.			
For school safety, our school will practice monthly Lock Downs and Fire Drills. Earthquake Drills will also be practiced with students and staff. The safety plan includes consultation with local law enforcement officials.	Monthly drills took place, as well as disaster drills. The comprehensive school safety plan was reviewed with staff and approved by Site Council.		

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

As a school we continued to educate our students and families about the importance of attendance at school. This included overall messages to families, students, and staff, as well as individual letters and meetings to families for need for the attendance to improve.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

The majority of our months we had over 96% attendance. The other months were close to 96% with the exception of November where there was a large amount of illness and our attendance was at 93%.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We underexpended for supplies and materials and only needed to spend \$623.52 instead of the \$1,000 that as we did not need as many supplies as we had originally anticipated.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

For this goal we are looking into how to increase students enjoying coming to school as well as student attending school. Our focus is on using the data from the LCAP survey and dashboard. Our plan includes having student leadership teams, including a student leadership team. Our student leadership teams will also include a PBIS student leadership team who works on students being safe, respectful, and responsible. Our broadcast leaders will provide messages about PBIS, school events, cultures, and our world.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 3

50% of English Learners will improve in their English language proficiency by at least one level as measured by the Summative ELPAC and our reclassification rate.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
Reclassification Rate	Reclassify 10-20% of our ELD students	As of May 31, 2023, 15 out of 68 students reclassified (22% of students).
ELPAC Scores	2022-2023 25% of students to receive a 4 on the summative.	71% of English Learners progress at least one ELPI Level or maintained ELPI Level 4 on the CA Dashboard.

Strategies/Activities for Goal 3

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Provide additional Instruction for ELD students including designated and integrated ELD instruction and individual/small group instruction.	Our teachers taught their designated ELD lessons for 30 minutes each day and also provided integrated instruction. Lessons included vocabulary and were aligned with the Wonders ELD lessons and stories. One of our paraeducators provided extended support to ELD students and support to students while the teacher worked with our ELD students. We were not able to hire the paraeducator for the additional hours and did not have as much of a need for the extra support as teachers were able to provide the support in the classroom.	Instructional Assistant Support 2000-2999: Classified Personnel Salaries LCFF - Supplemental 4,000	Instructional Assistant Support 0
		Staff Development-Substitutes 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000	Staff Development-Substitutes 2,000
		Staff Support for Program 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2,000	Staff Support for Program 0
Staff will participate in on going professional development and utilize planning time to review assessments and plan	Staff professional development was paid by district funds. Coverage was given to our ELD coordinator and some	ELD Professional Development 1000-1999: Certificated Personnel Salaries	ELD Professional Development 0

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
instruction for English Learners.	classroom teachers to support our ELD program.	LCFF - Supplemental 1000	
		None Specified None Specified	None Specified 0

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Our ELD instruction was part of our core program, including 30 minutes of designated ELD instruction taught by the classroom teacher. Our reclassification rate was higher than we expected with 22% of students reclassifying.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

On the iReady diagnostic, our English Learners went from 28% of English Learners at grade level on the 1st iReady reading diagnostic to 54% of English Learners at grade level on the 2nd diagnostic.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We were not able to hire a paraeducator for extra support for our students. We were able to provide sub coverage for some of our teachers to support the program including ELPAC assessments and reclassification paperwork. The district paid the cost for the professional development for our certificated staff, so we did not need to use our supplemental budget.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This year we are including our English Learners in our student group for closing the achievement gap. Goal 1 is where we will put money for certificated salaries for sub coverage as we work towards closing the achievement gap between our English Learners and our students who are not English Learners.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 4

Increase the percentage of students and families who see their family's culture represented in the school and the academic content taught from 64% to 75% as measured by the End of Year Parent Survey.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Connectedness Survey- Family Culture Represented My child sees our family's culture represented in the school and the academic content taught.	In Spring 2023, increase the percentage of students and families who see their family's culture represented in the school and the academic content taught to at least 75% as measured by the End of Year Parent Survey.	73% of parents agreed or strongly agreed 72% of staff agreed or strongly agreed 54% of students agreed or strongly agreed

Strategies/Activities for Goal 4

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
Teachers, Administrators, the Library Media Specialist and staff will create lessons and opportunities for students to learn about different cultures and observances and also see their own family's culture represented in their school and the academic content taught. Each month WC will focus on a different culture in accordance to the District Calendar of Cermonies and Observations.	These areas were part of lessons in all of our classrooms. PTA also added activities at recess for students to learn more about each of the cultures. Our library media specialist included literature in each of these areas.	None Specified None Specified 0	0
Parent Involvement 1. Provide online meetings for the parent community. 2. Encourage parent involvement in district-wide meetings/committees through use of ParentSquare communication to parents.	Our parents were leaders of each of the cultures through the PTA. We had a Global Night that was well attended and represented 15 cultures. Information was included in our school messages as well as our PTA messages.		

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
3. Provide instructional resources to parents and families in weekly bulletins.			

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.
 This year our classroom teachers, school and PTA educated and celebrated district cultural observances and holidays.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
 Our staff and parents had over 70% who agreed or strongly agreed that they saw their culture represented with in the school and academic content taught. Our students only had 54% of students who agreed or strongly agreed. This is an area that we will continue to look at as a staff.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.
 We did not need money in our Supplemental Funds for this area.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.
 Implement 21st Century TOSA created lessons around district cultural observances and holidays.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 5

Student Engagement & Wellness - Create school environments that are responsive to student and stakeholder Social Emotional Learning (SEL) needs to increase their engagement and connectedness to learning and school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Connectedness Survey: Mental Health and Well-being The staff creates a school environment where mental health and well-being are as important as academic achievement.	85% of students, staff, and parents will agree the school environment where mental health and well-being are as important as academic achievement.	Strongly Agreed/Agreed Staff - 83.6% Students - 76.7% Parents - 86.0%
LCAP Connectedness Survey: Health and Physical Safety The staff ensure that health and physical safety measures are followed to prevent illness and injury while at school.	90% of students, staff, and parents will agree that staff ensure that health and physical safety measures are followed to prevent illness and injury while at school.	Strongly Agreed/Agreed Staff - 85.3% Students - 80.8% Parents - 90.3%
LCAP Connectedness Survey: SEL-My child's school provides appropriate social-emotional learning activities that promote mental health and wellness for academic success.	75% of students, staff, and parents will agree that our school provides appropriate social-emotional learning activities that promote mental health and wellness for academic success.	Strongly Agreed/Agreed Staff - 80.3% Students - 75.4% Parents - 85.0%

Strategies/Activities for Goal 5

Planned Actions/Services	Actual Actions/Services	Proposed Expenditures	Estimated Actual Expenditures
PBIS Team Planning for Student Behavior and Wellness	Our PBIS team meet monthly to review and implement the details in the plan and for our PBIS program.	PBIS Team Planning; Summer \$400, School Year \$1600 1000-1999: Certificated Personnel Salaries LCFF - Supplemental 2000	PBIS Team 1,525.82

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

Our school continued with our PBIS program of being safe, respectful, and responsible. All K-6th grade teachers taught Harmony lessons. Our TK classes used Second Step.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

We met our SEL goal and all students received 20 minutes of SEL lessons daily. This included classroom meetings and student buddy up time. Our school social workers provided additional Tier 1 lessons and support.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

We spent all of the money allotted for our staff to provide the PBIS program.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

This next year we are part of the CA-ISP grant and will be extending into Tier 3 supports in PBIS. Our team will continue to meet in the summer and each month. The grant and LCAP fund will provide 6 hours of professional development to all of our staff. Our leadership team will receive 2 additional days of professional development before the school year begins.

Annual Review and Update

SPSA Year Reviewed: 2022-23

Goal 6

Parent Engagement- Create school environments that connect and engage parents in their child's learning, involvement in their school and decisions that impact the programs offered at the school.

Annual Measurable Outcomes

Metric/Indicator	Expected Outcomes	Actual Outcomes
LCAP Connectedness Survey: Prompts all Stakeholders My child's school promotes all stakeholders (parents, employees, and students) in decisions that impact the program offered at the school.	75% of student, staff, and parents will agree school promotes all stakeholders (parents, employees, and students) in decisions that impact the program offered at the school.	LCAP Connectedness Survey: Staff - 71% agreed or strongly agreed Students - 62% agreed or strongly agreed Parents - 77% agreed or strongly agreed
LCAP Connectedness Survey: School is welcoming.	95% of students, staff, and parents will feel welcomed at school.	LCAP Connectedness Survey: Staff - 93.3% agreed or strongly agreed Students - 84.6% agreed or strongly agreed Parents - 93.0% agreed or strongly agreed

Strategies/Activities for Goal 6

**Planned
Actions/Services**

**Actual
Actions/Services**

**Proposed
Expenditures**

**Estimated Actual
Expenditures**

Analysis

Describe the overall implementation of the strategies/activities to achieve the articulated goal.

This year there were events and meetings that allowed parents to be involved in their child's education and to be part of the school community. This included Coffee with the Principal, ELAC meetings, PTA events, and school events such as back to school night, open house, and awards assemblies. Parents also had the opportunity to give input during PTA meetings, ELAC meetings, school surveys, and Site Council meetings.

Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.

Parent engagement was been extremely strong throughout the school year including parent teacher conferences, parent attendance during school events, and parent attendance and engagement during PTA events.

Explain any material differences between the Proposed Expenditures and Estimated Actual Expenditures.

There was no money allocated for this goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Parent Engagement is now in Goal 2. The goal for this upcoming year is to increase the percentage of students, staff, and parents who see the school promoting all stakeholders in the decisions that impact the program offered at the school.

Budget Summary and Consolidation

The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

Description	Amount
Total Funds Provided to the School Through the Consolidated Application	
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	19,590.00

Allocations by Funding Source

Funding Source	Amount	Balance
LCFF - Supplemental	19590	0.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF - Supplemental	19,590.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	15,396.00
2000-2999: Classified Personnel Salaries	4,194.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF - Supplemental	15,396.00
2000-2999: Classified Personnel Salaries	LCFF - Supplemental	4,194.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

- 1 School Principal
- 3 Classroom Teachers
- 1 Other School Staff
- 5 Parent or Community Members

Name of Members	Role
Sue Bett	Principal
Elizabeth Robinson	Classroom Teacher
Connie Lindsay	Classroom Teacher
Amanda Roberti	Classroom Teacher
Jennifer Sawyer	Other School Staff
Jason Whitehurst	Parent or Community Member
Jomina John	Parent or Community Member
Matt Wong	Parent or Community Member
Matthew Nonemacher	Parent or Community Member
Ji Ae Jeong	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature

Committee or Advisory Group Name



English Learner Advisory Committee

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 6/1/2023.

Attested:



Principal, Susan Bett on 6/1/2023



SSC Chairperson, Matthew Nonemacher on 6/1/2023

Addendum

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Educational Partner Involvement

Goals, Strategies, & Proposed Expenditures

Planned Strategies/Activities

Annual Review and Update

Budget Summary and Consolidation

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to completion of the SPSA template, please contact the Local Educational Agency, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. As such, the SPSA should be shared with, and schools should request input from, school site-level advisory groups, as applicable (e.g., English Learner Advisory Councils, student advisory groups, etc.).

Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Goals, Strategies, & Proposed Expenditures

In this section a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Goal

State the goal. A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve? A school may number the goals using the "Goal #" for ease of reference.

Basis for this Goal

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including state indicator data from the California School Dashboard (Dashboard) and data from the School Accountability Report Card, and may include any data voluntarily developed by districts to measure pupil achievement.

Expected Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to be make in the coming year.

Planned Strategies/Activities

Describe the strategies and activities being provided to meet the described goal. Strategies and activities that are implemented to achieve the identified goal may be grouped together. A school may number the strategy/activity using the "Strategy/Activity #" for ease of reference.

A school receiving funds allocated through the ConApp is required to describe in their strategies and activities how they will address specific state and federal requirements. A list of these requirements may be found in Appendix A: Plan Requirements for Schools Funded Through the ConApp. At a minimum a school receiving funds allocated through the ConApp must address these requirements; however, a school may describe additional strategies/activities as well.

Students to be Served by this Strategy/Activity

Indicate in this box which students will benefit from the strategies/activities by indicating “All Students” or listing one or more specific student group(s) to be served.

Proposed Expenditures for this Strategy/Activity

For each strategy/activity, list and describe the proposed expenditures for the school year to implement these strategies/activities, including where those expenditures can be found in the school’s budget. The school should reference all fund sources for each proposed expenditure and should provide budget references as an object code or an object code description.

Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA.

Annual Review and Update

The planned goals, expected outcomes, planned strategies/activities, and proposed expenditures must be copied verbatim from the previous year’s approved SPSA. Minor typographical errors may be corrected.

Annual Measurable Outcomes

For each goal in the prior year, provide the metric/indicators, the expected outcomes, and the actual outcomes; review the actual outcomes as compared to the expected outcomes identified in the prior year for the goal.

Strategies/Activities

Identify the planned strategies/activities and the proposed expenditures to implement these strategies/activities toward achieving the described goal, then identify the actual strategies/activities implemented to meet the described goal and the estimated actual expenditures to implement the strategies/activities. As applicable, identify any changes to the student groups served.

Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the strategies/activities to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the strategies/activities to achieve the articulated goal as measured by the school.
- Explain any material differences between Proposed Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Budget Summary and Consolidation

In this section a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp. The Consolidation of Funds is required for a school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program.

Budget Summary

A school receiving funds allocated through the ConApp should complete the Budget Summary as follows:

- **Total Funds Provided to the School Through the Consolidated Application:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school may include additional information or more detail.

Consolidation of Funds

A school receiving funds allocated through the ConApp and consolidating those funds as part of a schoolwide program is required to include a list of state and local programs and other federal programs that the school will consolidate in the schoolwide program. A list of commonly consolidated state and federal programs is provided in Appendix B: Select State and Federal Programs. List the federal funding source(s) and the amount(s) being consolidated in the schoolwide program, then list the state and/or local funding source(s) and the amount(s). Adjust the table as needed.

Appendix A: Plan Requirements for Schools Funded Through the ConApp

Basic Plan Requirements

A school receiving funds allocated through the ConApp is required to develop a SPSA. The content of a SPSA must be aligned with school goals for improving student achievement. School goals must be based upon an analysis of verifiable state data and may include any data voluntarily developed by districts to measure student achievement.

The SSC is required to develop the SPSA, which must address each of the following, as applicable:

1. A description of curricula, instructional strategies and materials responsive to the individual needs and learning styles of each student (described in the Strategies/Activities).
2. A description of instructional and auxiliary services to meet the special needs of non-English-speaking or limited-English-speaking students, including instruction in a language these students understand; educationally disadvantaged students; gifted and talented students; and students with exceptional needs (described in the Strategies/Activities).
3. A description of a staff development program for teachers, other school personnel, paraprofessionals, and volunteers, including those participating in special programs (described in the Strategies/Activities).
4. An identification of the schools' means of evaluating progress toward accomplishing its goals (described in the Expected Annual Measurable Outcomes) and an ongoing evaluation of the educational program of the school (described in the Annual Review and Update).
5. A description of how funds provided to the school through the ConApp will be used to improve the academic performance of all pupils to the level of state performance goals (described in the Proposed Expenditures for Strategies/Activities).
6. The proposed expenditures of funds available to the school through the programs described in EC Section 52851. For purposes of this subdivision, proposed expenditures of funds available to the school must include, but not be limited to, salaries and staff benefits for persons providing services for those programs (described in the Proposed Expenditures for Strategies/Activities).
7. The proposed expenditure of funds available to the school through the federal Improving America's Schools Act of 1994 and its amendments. If the school operates a state-approved schoolwide program in a manner consistent with the expenditure of funds available to the school pursuant to EC Section 52851, employees of the schoolwide program may be deemed funded by a single cost objective.
8. A description of how state and federal law governing programs identified in EC Section 64000 will be implemented, as applicable (described in the Strategies/Activities).
9. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the SSC.

Authority cited: EC sections 64001(f)-(g) and 52853(a)(1)-(7).

Schoolwide Program Requirements

A school receiving funds allocated through the ConApp and operating a schoolwide program (SWP) must describe how the school will carry out each of the following components:

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will
 - a. provide opportunities for all students, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners, to meet the challenging state academic standards.
 - b. use effective methods and instructional strategies based on scientifically based research that
 - i. strengthen the core academic program in the school;
 - ii. provide an enriched and accelerated curriculum;
 - iii. increase the amount and quality of learning time;
 - iv. include strategies for meeting the educational needs of historically underserved populations;
 - v. help provide an enriched and accelerated curriculum; and
 - vi. are consistent with, and are designed to implement, state and local improvement plans, if any.
 - c. address the needs of all students in the school, but particularly the needs of those at risk of not meeting the challenging state academic standards, through activities which may include the following:
 - i. strategies to improve students' skills outside the academic subject areas;
 - ii. preparation for and awareness of opportunities for postsecondary education and the workforce;
 - iii. implementation of a schoolwide tiered model to prevent and address problem behavior;
 - iv. professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
 - v. strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.
2. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
3. A description of how the school will ensure instruction by highly qualified teachers and provide ongoing professional development, including
 - a. strategies to attract highly qualified teachers;
 - b. providing high-quality and ongoing professional development that is aligned with the state's academic standards for teachers, principals, paraprofessionals and, if appropriate, pupil services personnel, parents, and other staff, to enable all students in the school to meet the state's academic standards;
 - c. the devotion of sufficient resources to effectively carry out professional development activities; and
 - d. the inclusion of teachers in professional development activities regarding the use of academic assessments to enable them to provide information on, and to improve, the achievement of individual students and the overall instructional program.
4. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
5. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to
 - a. Ensure that those students' difficulties are identified on a timely basis; and
 - b. Provide sufficient information on which to base effective assistance to those students.
6. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
7. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).

Authority Cited: Title 34 of the Code of Federal Regulations (34 CFR) sections 200.27(a)(3)(i)-(iii) and 200.28 and section 1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA.

Appendix B: Select State and Federal Programs

Federal Programs

Title I, Part A: School Allocation
Title I, Part A: School Parent and Family Engagement Allocation
Title I, Part A: Targeted Support and Improvement Allocation
Title I, Part C: Education of Migratory Children
Title II, Part A: Supporting Effective Instruction
Title III, Part A: Language Instruction for English Learners and Immigrate Youth
Title IV Part A: Student Support and Academic Enrichment Grants
Title IV Part B: 21st Century Community Learning Centers
Title V, Part B: Rural Education Initiative
Title VI, Part A: Indian, Native Hawaiian, and Alaska Native Education

State or Local Programs

After School Education and Safety Program
American Indian Education
Child Development Programs
Economic Impact Aid/State Compensatory Education (carryover funds)
Economic Impact Aid/Limited English Proficient (carryover funds)
California Foster Youth Services
California Partnership Academies
California Tobacco-Use Prevention Education Program



COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

SCHOOL NAME: West Creek Academy

SCHOOL YEAR: 2023-2024

EDUCATIONAL PARTNERS

Describe who and how educational partners were involved in the comprehensive needs assessment process.

Several opportunities were provided to West Creek Academy's educational partners for meaningful input and review of the School Plan for Student Achievement and ensure our students are making academic and social/emotional growth. Certificated and Classified staff members were given specific opportunities to discuss and give input on the School Plan for Student Achievement at staff meetings. Staff members, School Site Council, English Language Advisory Council, Positive Behavior Intervention and Support Team Members, Leadership Team, Guiding Coalition Team, and our Parent Teacher Organization have been reviewing school data since the beginning of the year to analyze school and student needs in order to inform the School Plan for Student Achievement. There have been monthly Coffee with the Principal meetings with parents since August and school data is shared with parents during those meetings to give updates and gather feedback. An annual survey was sent out to all parents to give feedback on our Local Control and Accountability Plan. The data and goals for the 23-24 School Plan for Student Achievement were developed by the English Language Advisory Council and School Site Council members based on the 21-22 California Dashboard, 21-22 English Learner data, 21-22 and 22-23 Attendance data, 21-22 and 22-23 Chronic Absenteeism data, 21-22 and 22-23 Suspension data, 21-22 and 22-23 LCAP Survey Data, School Wide Information System data on office referrals, 22-23 Tiered Fidelity Inventory, 21-22 and 22-23 i-Ready Diagnostic 1 and 2, and our Professional Learning Community Intervention data.

School Site Council 5/18/23, 5/31/23

English Language Advisory Council 5/18/23

Staff 4/18/23, 5/2/23, 5/30/23

The comprehensive needs assessment must be developed with the participation of individuals who will carry out the schoolwide program plan. [34 C.F.R. §200.26(a)(2)]

DATA SOURCES

Provide a description of the quantitative and qualitative data sources reviewed by educational partners (Ex: California Dashboard data, CAASPP data, local assessment data, ELPAC data, RFEP monitoring, graduation rate, A-G course enrollment & completion rates, attendance data, surveys, interviews, focus groups etc.)

- 21-22 California Dashboard





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- 21-22 English Language Proficiency Assessment of California (ELPAC) Data and ELlevation
- 21-22 and 22-23 Attendance data
- 21-22 and 22-23 Chronic Absenteeism data
- 21-22 and 22-23 Suspension data
- 21-22 and 22-23 LCAP Parent, Staff, and Student Connectedness Survey Data
- School Wide Information System (SWIS) data on office referrals
- 22-23 Tiered Fidelity Inventory
- 21-22 i-Ready data (Diagnostic 1, 2 & 3) and 22-23 i-Ready data (Diagnostic 1 and 2)
- Professional Learning Community data
- California Assessment of Student Performance and Progress (CAASPP) data for English Language Arts (ELA) & Math
- California Science Test (CAST)
- 2022 California Dashboard
- Intervention Assessment data
- Interim Assessment Block (IAB) Data
- NextGen Assessment data
- Common Formative Assessment data
- Positive Behavior Interventions and Supports (PBIS) School Wide Information System (SWIS) data
- Local Control Accountability Plan (LCAP)

The comprehensive needs assessment shall include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. EC 64001(g)(2)(A)

RESULTS

Describe the findings of the data (just the facts; not opinions), including trends noticed over time in schoolwide, student group and/or grade level data.

On the CA Dashboard for 2022:

- Our chronic absenteeism was medium overall (6.1% of our students were chronically absent). Our socioeconomically disadvantaged and African American subgroups have a high chronic absenteeism with socially academically disadvantaged at 13.4% and African American subgroup 12.9%. As of 5/6/23, our chronic absenteeism rate is 5.12%.
- Our ELA performance was very high overall at 70.3 points above standard.
- Our Math performance was very high overall at 55.8 points above standard.





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

On the CA Dashboard for 2022:

- **Yearly attendance rate:** As of 5/19/23, the yearly attendance rate is 95.98%
- **Chronic Absenteeism:** 6.1%
 - Socioeconomically disadvantaged: High - 13.4% (127 students)
 - African American: High - 12.9% (31 students)
 - Hispanic: Medium - 9.8% (214 students)
 - Students with disabilities: Medium - 9.2% (87 students)
 - Two or More Races: Medium - 6.8% (73 students)
 - White: Medium - 6.1% (326 students)
 - English Learners: Medium - 5.6% (90 Students)
 - Asian: Low - 3.4% (266 Students)
 - Filipino: Very Low - 1.4% (73 Students)
- **ELA Performance Dashboard**
 - All students scored 70.3 points above standard (561 students)
 - Students with disabilities performed in the high range with 14.9 above standard (51 students).
 - Socioeconomically disadvantaged performed in the high range with 35.1 above standard (72 students).
 - All other subgroups were very high.
- **Math Performance Dashboard**
 - All students scored 55.8 points above standard (562 students)
 - Students with disabilities performed in the medium range with 3.3 above standard (51 students).
 - Socioeconomically disadvantaged subgroup performed in the high range with 28.2 above standard (72 students).
 - The Hispanic subgroup performed in the high range with 29.9 above standard (113 students).
 - All other subgroups were very high.

CAASPP Results 2021-2022

- **English Language Arts:**
 - 3rd Grade - 75% Above or Met Standard (Above 53% / Met 22%), 18% Nearly Met, 7% Did Not Meet Standard
 - 4th Grade - 73% Above or Met Standard (Above 44% / Met 29%), 14% Nearly Met, 13% Did Not Meet Standard
 - 5th Grade - 86% Above or Met Standard (Above 55% / Met 31%), 5% Nearly Met, 5% Did Not Meet Standard
 - 6th Grade - 84% Above or Met Standard (Above 49% / Met 35%), 11% Nearly Met, 5% Did Not Meet Standard





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- **Math:**

- 3rd Grade - 83% Above or Met Standard (Above 54% / Met 29%), 11% Nearly Met, 6% Did Not Meet Standard
- 4th Grade - 70% Above or Met Standard (Above 40% / Met 30%), 24% Nearly Met, 6% Did Not Meet Standard
- 5th Grade - 73% Above or Met Standard (Above 50% / Met 23%), 17% Nearly Met, 10% Did Not Meet Standard
- 6th Grade - 73% Above or Met Standard (Above 53% / Met 20%), 22% Nearly Met, 5% Did Not Meet Standard

iReady Diagnostic 2:

- **Reading (All Students):**

- 78% of students at or above grade level
- 19% of students one grade level below
- 2% of students two grade levels below
- 1% of students three or more grade levels below

- **Math (All Students):**

- 67% of students at or above grade level
- 30% of students one grade level below
- 2% of students two grade levels below
- 1% of students three or more grade levels below

- **Reading (EL Students):**

- 54% of students at or above grade level
- 26% of students one grade level below
- 10% of students two grade levels below
- 10% of students three or more grade levels below

- **Math (EL Students):**

- 42% of students at or above grade level
- 44% of students one grade level below
- 8% of students two grade levels below
- 6% of students three or more grade levels below





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- **Reading (Socioeconomically Disadvantaged Students):**
 - 70% of students at or above grade level
 - 24% one grade level below
 - 1% two grade levels below
 - 5% three or more grade levels below

- **Math (Socioeconomically Disadvantaged Students):**
 - 58% of students at or above grade level
 - 38% of students one grade level below
 - 1% of students two grade levels below
 - 4% of students three or more grade levels below

- **Reading (Students in Special Education):**
 - 51% of students at or above grade level
 - 30% of students one grade level below
 - 10% of students two grade levels below
 - 8% of students three or more grade levels below

- **Math (Students in Special Education):**
 - 49% of students at or above grade level
 - 38% of students one grade level below
 - 5% of students two grade levels below
 - 1% of students three or more grade levels below

- **Math (Hispanic):**
 - 52% of students at or above grade level
 - 40% of students one grade level below
 - 5% of students two grade levels below
 - 2% of students three or more grade levels below

Conditions and Climate:

Overall and all subgroups scored very low for the suspension rate on the dashboard.





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

English Learners:

- For English Language Arts on the dashboard
 - English Learners (18 students) were 35.5 points below standard
 - Reclassified Students (74 students) scored 91.7 points about standard
 - English Only (428 students) scored 65.7 points about standard
- For Math on the dashboard
 - English Learners (18 students) were 26 points below standard
 - Reclassified Students (74 students) scored 78.7 points about standard
 - English Only (428 students) scored 49.7 points about standard
- 65.8% of English Learners progressed at least one ELP level, 6.3% of English Learners Maintained Level 4, 18.4% of students Maintained Level 1, 2, or 3, 10.5% of students decreased at least on ELPI Level

LCAP Survey Data:

- **The staff make our school a place where mental health and feeling good about yourself are as important as learning.**
 - Staff 84%, Students 77%, Parents 86% strongly agreed or agreed
 - Staff 12%, Students 12%, Parents 12% neither agreed or disagreed
 - Staff 5%, Students 6%, Parents 3% disagreed or strongly disagreed
- **Our school provides appropriate social emotional learning activities that promote mental health and wellness for academic success.**
 - Staff 80%, Students 75%, Parents 85% strongly agreed or agreed
 - Staff 13%, Students 20%, Parents 13% neither agreed or disagreed
 - Staff 7%, Students 5%, Parents 2% disagreed or strongly disagreed
- **Our school provides opportunities for staff and students to see themselves represented in our schools, understand the contributions all people make to our world, and respect those differences when learning in school.**
 - Staff 72%, Students 54%, Parents 73% strongly agreed or agreed
 - Staff 23%, Students 25%, Parents 22% neither agreed or disagreed
 - Staff 5%, Students 21%, Parents 6% disagreed or strongly disagreed





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- **I regularly look forward to attending school.**
 - Staff 57%, Students 57%, Parents 89% strongly agreed or agreed
 - Staff 24%, Students 28%, Parents 6% neither agreed or disagreed
 - Staff 17%, Students 15%, Parents 5% disagreed or strongly disagreed
- **Our school promotes stakeholders in decisions that impact the programs offered at the school.**
 - Staff 71%, Students 62%, Parents 77% strongly agreed or agreed
 - Staff 22%, Students 24%, Parents 18% neither agreed or disagreed
 - Staff 7%, Students 14%, Parents 6% disagreed or strongly disagreed

CONCLUSIONS

Describe the successes or strengths identified based on the data. Describe the challenges or concerns that were identified based on the data.
Overall

Successes:

- Overall our students are performing very high in English Language Arts and Math on the CAASPP.
- 93% of our English Learners are making progress towards English proficiency as of 5/16/23 with 27 of 59 ELPAC results received.
- 91% of our 4th-6th grade students understand HOWL and how to meet schoolwide expectations.
- 85% of students and 93% of parents and staff feel West Creek Academy is welcoming regardless of differences and is respectful of differences.
- Our students scored very high on the 2022 dashboard for both language arts and math.

Challenges:

- Our chronic absenteeism was high on the dashboard for our Socioeconomically Disadvantaged and African American students.
- Only 54% of students saw their culture represented.
- There continues to be an achievement gap between our students with disabilities and our socioeconomically disadvantaged students.
- On our 2nd diagnostic in iReady, almost 50% of students in special education are below grade level.





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

PRIORITIZED NEEDS

Provide a description of the most critical needs based on the data. Describe which needs will have the greatest impact on student outcomes, if addressed.

- **Achievement Gap:** There continues to be an achievement gap and it is a priority to work towards all students meeting grade level standards in language arts and math.
- **Student Engagement and Wellness:** Only 57% of students said that they look forward to coming to school.
- **Equity and Diversity:** Only 54% of students see their cultures represented.
- **English Learners:** There is a gap for English Learners performance on iReady.

A need is a discrepancy or gap between the current state (what is) and the desired state (what should be). Through the needs assessment, it is likely that multiple needs or concerns will emerge. However, it is important to narrow the list of needs to a key set of priorities for action.

ROOT CAUSE ANALYSIS

Describe potential root causes of the prioritized needs or concerns.

- **PLT time is needed for our teachers:** Teachers need more planning time to discuss lesson development for students understanding the standards, to look at the data for students understanding the standards, and to develop and implement tier 2 intervention as well as extensions. This will take place with the guiding coalition and during planning time for teachers.
- **Equity and Diversity:** There are so many cultures in our school and some students may feel their culture may be represented. As we start the school year, having all classrooms have a means to identify countries/cultures represented in the classroom and discuss the cultures in the classroom will be important. Each month teachers and staff should check in with students about whether they have seen their culture represented at school.
- **Social Skills:** There is a gap in students' social skills that was caused from students not being able to have social interactions during COVID. We should continue to teach 20 minutes of Social Emotional Learning each day and tie this area into the school PBIS program.





COMPREHENSIVE NEEDS ASSESSMENT SUMMARY TOOL

- **Students' Behavior:** Over 100 students have had an Office Data Referral for their behavior choices. This affects students' experiences and desire to come to school. We should continue to look further into why students do not want to come to school and address these areas during administrator assemblies, on the school broadcast, and during Tier 1 SEL lessons led by the classroom teacher as well as the school social worker. We should continue and expand on the PBIS program.
- **Math instruction:** This is an area for students to grow in their learning. The math curriculum often addresses the standard at a level 1 DOK causing supplemental instruction and application needs to be provided. Further use of iReady, Next Gen, performance tasks, and instruction in the mathematical practices will help increase student progress in math.

A root cause analysis is intended to explain why a performance gap exists between actual outcomes and desired outcomes. Root cause analysis addresses the problem rather than the symptom.

